

More

Number Meanings



More Number Meanings

revised

BY
THE SISTERS OF NOTRE DAME
of Toledo, Ohio
under the direction of
SISTER M. ADELBERT, S.N.D., Ph. D.
Directress of Teacher Training,
Diocesan Supervisor of Schools
and
THOMAS G. FORAN, Ph. D.
Former Professor of Education,
Catholic University of America,
Washington, D. C.

Drill on ordinal numbers to the fifth	1
Concept of nine	3
Discovery of relationships in nine	7
Drill on ordinals to the left	9
Development of the 8+1 unit	11
Development of the 7+2 unit	17
Development of the 6+3 unit	23
Development of the 5+4 unit	29
Concept of ten	35
Discovery of relationships in ten	39
Development of the 5+5 unit	41
Development of the 9+1 unit	45
Development of the 8+2 unit	51
Development of the 7+3 unit	57
Development of the 6+4 unit	63
Speed test on all facts through 10	69
Drill on ordinals to the right	71
Concept of a cent and a nickel	73
Concept of a dime	75
Concept of a dime as ten	77
Multiple counting by tens	79
Development of time: the even hour	81
Further drill on the meaning of tens	83
Development of the meaning of TEEN	85
Remote preparation for development of place value of teen numbers	86
Development of the TRICKY TEENS	87
Review of time	92
Zero as a place holder	93
Adding dimes and tens	94
Review of time	100
Subtraction of dimes	101
Bridging in lower decades	109
Development of multiple counting by tens from 50 to 100	114
Bridging in the higher decades	117
Development of double-digit addition with facts through 7	121
Development of double-digit subtraction with facts through 9	123
Addition and subtraction of 9's and 10's as one act of thought	125
Development of adding by endings within the higher decades	127
Test on all types of addition and subtraction	128

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HANDBOOK B, the teacher's manual, is indispensable to the efficient use of **BOOK B**. It provides not only a complete lesson plan for every page but also a detailed development that should precede the introduction of each new concept.

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At this level of instruction the child is taught other essential number relationships which will increase his comprehension. These relationships and associations are developed and practiced on the following pages:

One to One Correspondence or Matching: pages 3, 35.

Discovery of Relationships in Numbers: pages 7, 8, 39, 40.

Group Recognition: pages 3, 4, 11, 13, 17, 19, 23, 25, 29, 31, 35, 36, 41, 45, 47, 51, 52, 57, 58, 63, 65, 80.

Figure Formation: pages 5, 37.

Serial Placement: pages 6, 38, 90, 91, 98, 99, 108, 110, 112, 118, 119, 124.

Money: pages 73, 74, 75, 77, 86, 87, 88, 89, 93, 94, 95, 96, 97, 101, 102, 103, 104, 106, 107, 109, 111, 113, 114, 115, 116, 117, 120.

Multiple Counting: pages 79, 113, 114.
me: pages 81, 82, 92, 100.



first



second



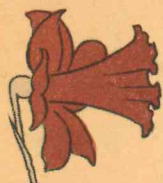
third



fourth



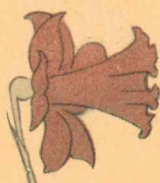
fifth



third



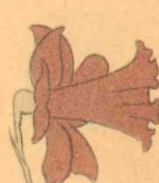
first



fourth



fifth



second



fifth



third



second



first



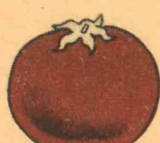
fourth



second



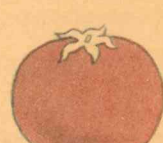
fourth



fifth



third



first



first



fifth



third



second



fourth

PURPOSE: Drill on ordinal numbers to the fifth. For detailed pre-book development, see Handbook B.

TEACHER: How many smiling faces do you see at the top? Put your finger below the first one. Is a boy or a girl first? Who is second? In what place is the boy with the freckles? the boy with the glasses? Who is fifth or last? Point to the word that says first, second, etc. Now look at the box of flowers. Which one is darker than the others? Find the word that says first and draw a red ring around it. (etc.)

0-2

POOR

3

FAIR

4

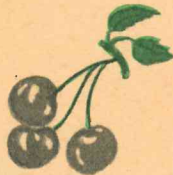
GOOD



first
second
third
fourth
fifth



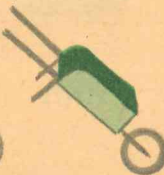
fifth
third
first
second
fourth



fourth
second
fifth
first
third



first
third
second
fourth
fifth



second
fifth
fourth
third
first



fifth
fourth
third
second
first

0.3

POOR

4-5

FAIR

6

GOOD

PURPOSE: Review of ordinals to the fifth. For detailed lesson plan, see Handbook B.

TEACHER: What do you see in the little box on the top left? Find that same cat in the long box. Is the cat first, second, or third in that picture? Find the word *third* in the little right-hand box. Draw a red ring around it. (etc.)



PURPOSE: Development of the concept of nine. For detailed pre-book development, see Handbook B.

TEACHER: How many boys are playing ball? How many balls? cones? hot dogs? Color blue all boxes below that have nine in the picture.

0-7

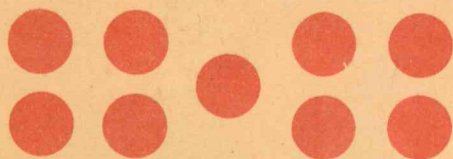
POOR

8-10

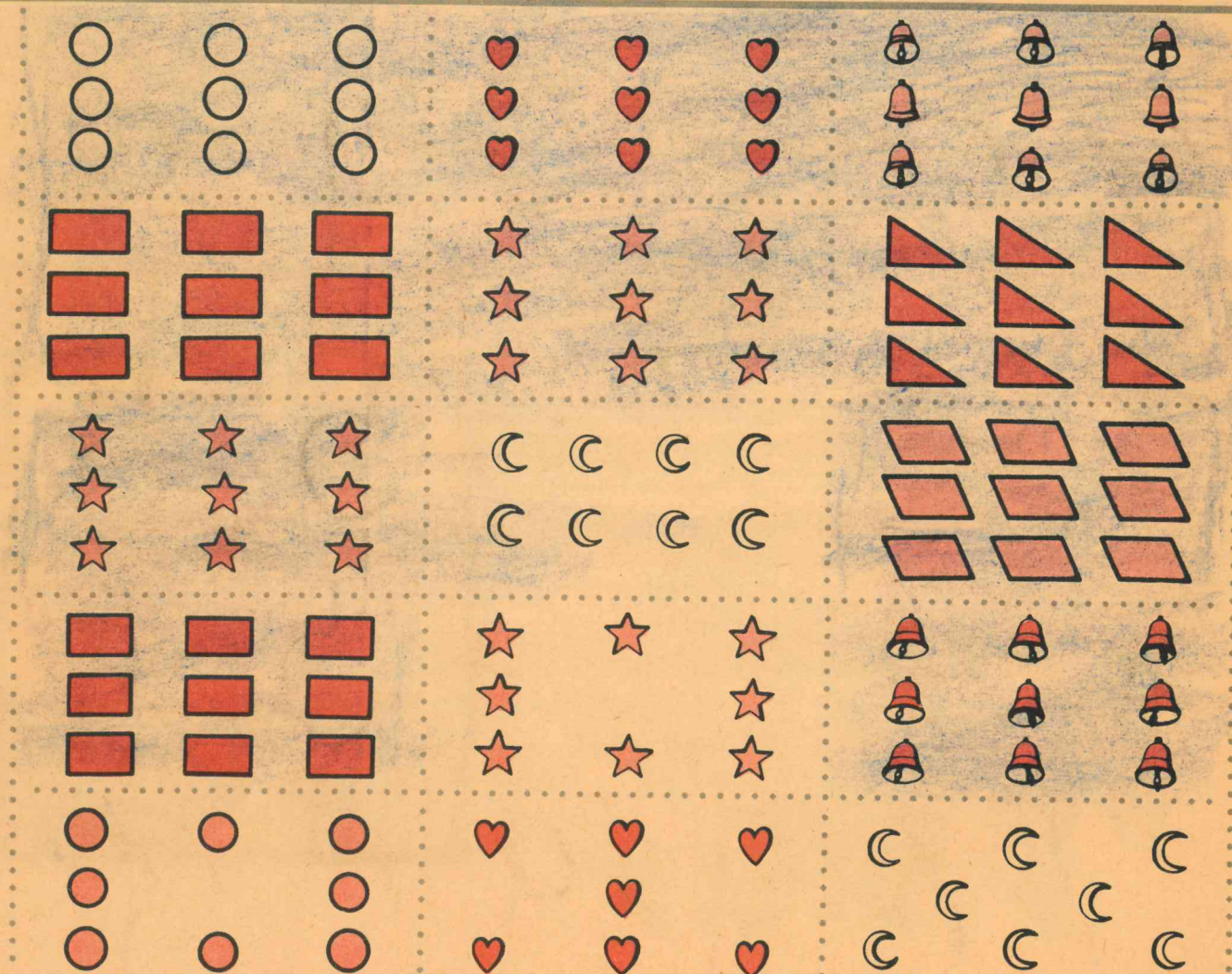
FAIR

11-12

GOOD



9



0-9

10-13

14-15

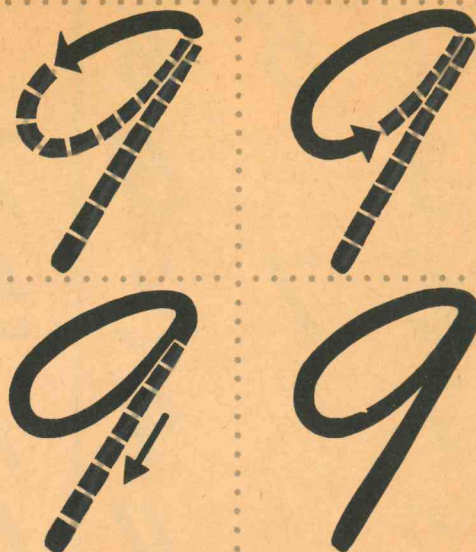
POOR

FAIR

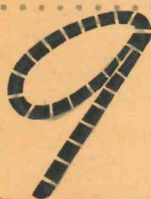
GOOD

PURPOSE: Drill on the concept of nine. For detailed lesson plan, see Handbook B.

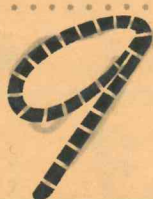
TEACHER: How many Indians do you see without counting? How do you know? Find all the boxes that have that number of things. Color blue all boxes of nine objects.



nine



nine



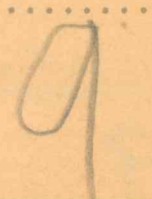
nine



nine



nine



nine



eight



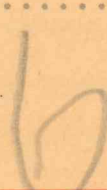
nine



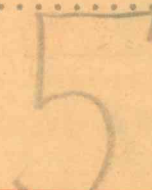
seven



six



five



four



one



two



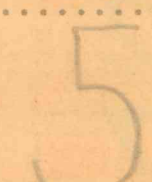
three



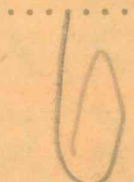
four



five



six



seven



eight



nine



nine



nine



nine



PURPOSE: Writing number nine and associating it with the number name. For detailed pre-book development, see Handbook B.
TEACHER: How many children do you see at the top? How do you know there are nine without counting? Put your finger on the arrow of the first nine. Trace it, saying, "Around, down. Around, nine." (etc.)

0-13

POOR

14-17

FAIR

18-20

GOOD

B

4	5	6	2	3	4	3	4	5
3	4	5	7	8	9	1	2	3
6	7	8	5	6	7	3	4	5
7	8	9	1	2	3	3	4	5
2	3	4	4	5	6	1	2	3
5	6	7	7	8	9	2	3	4
1	2	3	5	6	7	7	8	9

2	4	3	2	3	4	2	1	3	1	2	3
7	6	5	5	6	7	7	8	9	7	8	9
5	6	4	4	5	5	8	9	7	7	8	7
3	1	2	1	2	3	7	6	5	5	6	7
6	8	7	6	7	8	8	7	9	7	8	9
5	4	3	3	4	5	7	6	8	6	7	8
7	6	8	6	7	8	9	8	7	7	8	9

0-41

42-51

52-66

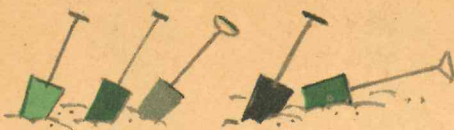
POOR

FAIR

GOOD

PURPOSE: Drill on serial placement of numbers 1-9 and review of concepts of before, between, and after. For detailed lesson plan, see Handbook B.

TEACHER: Here are some nice puzzles. What numbers do you see in the first line? What is missing in the second line? (etc.) Look below. Some of the numbers are jumbled. You must straighten them out. Who will try the first one? Write them correctly on those three lines. (etc.)



eight

and one are.....

$8 + 1 = 9$



seven

and two are.....

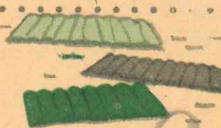
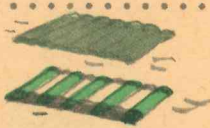
$7 + 2 = 9$



six

and three are.....

$6 + 3 = 9$



five

and four are.....

$5 + 4 = 9$



four

and five are.....

$4 + 5 = 9$



three

and six are.....

$3 + 6 = 9$



two

and seven are.....

$2 + 7 = 9$



one and

eight are.....

$1 + 8 = 9$

PURPOSE: Discovery of addition relationships. For detailed pre-book development, see Handbook B.

TEACHER: How many sand shovels do you see in the first row? on the left? on the right? altogether?

Read the number story below the shovels. Read the number story in the little box on the right. (etc.)

0-10

11-13

14-16

POOR

FAIR

GOOD

3 from 9 are 6

6 from 9 are 3

5 from 9 are 4

4 from 9 are 5

7 from 9 are 2

2 from 9 are 7

6 from 9 are 3

3 from 9 are 6

4 from 9 are 5

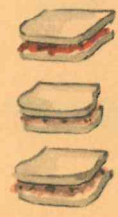
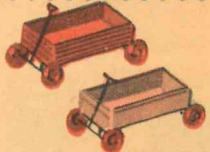
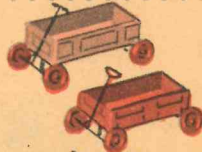
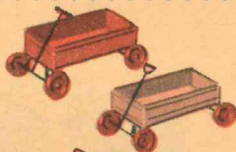
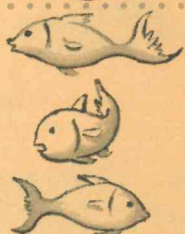
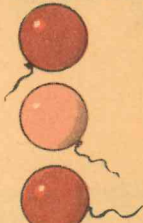
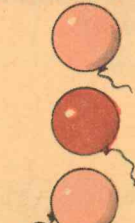
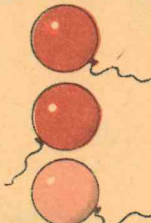
5 from 9 are 4

7 from 9 are 2

2 from 9 are 7

1 from 9 are 8

8 from 9 are 1



0-8

POOR

9-12

FAIR

13-14

GOOD

PURPOSE: Discovery of subtraction relationships. For detailed lesson plan, see Handbook B.

TEACHER: Read the first story. How do you show that you take 3 from 9? (Cross out 3.) Cover the three. Without counting, how many are left? What are 3 from 9? (etc.)

fifth



third



first



second



fourth



fifth



PURPOSE: Drill on ordinals to the left. For detailed pre-book development, see Handbook B.

TEACHER: How many girls in the first box? Point to the first girl; second; third; fourth; fifth. What is the word before the first girl? Find the fifth girl. Draw a red ring around her. (etc.)

0-3

POOR

4-5

FAIR

6

GOOD

$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$			
$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$			
$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$			
$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$			




0-27
POOR

28-32
FAIR

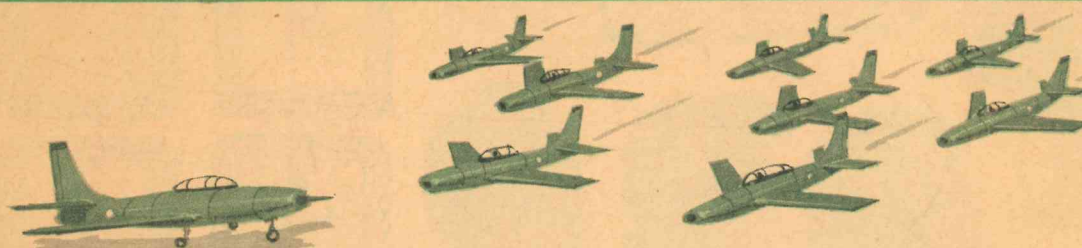
33-36
GOOD

PURPOSE: Motivated drill on facts of 7 and 8. For detailed lesson plan, see Handbook B.
TEACHER: Help David hit a home run. Every time you write a correct answer, you hit a home run or put someone else out. Do your best. Color red all answers of 8. Color yellow all answers of 3.



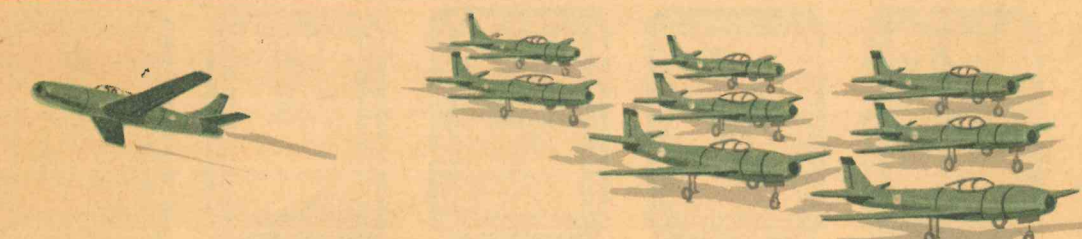
$$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array} \quad \begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$$

eight and one are



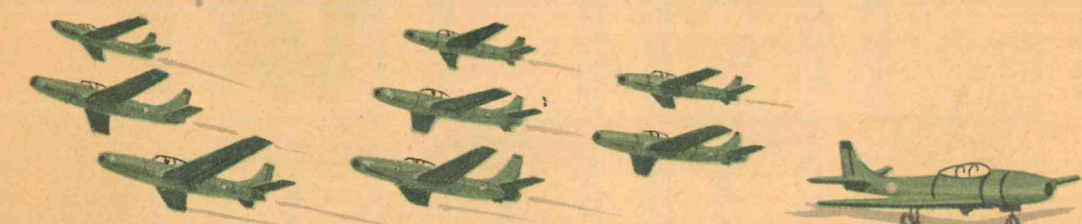
$$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array} \quad \begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$$

one and eight are




$$\begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array} \quad \begin{array}{r} 9 \\ - 8 \\ \hline 1 \end{array}$$


one from nine are





$$\begin{array}{r} 9 \\ - 8 \\ \hline 1 \end{array} \quad \begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array}$$

eight from nine are



$$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$$


$$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$$


$$\begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array}$$


$$\begin{array}{r} 9 \\ - 8 \\ \hline 1 \end{array}$$

POPOSE: Development of the 8 + 1 unit. For detailed pre-book development, see Handbook B.

CHER: How many jets do you see in the first picture? How many on the left? How many coming in? Read the story below the picture. Read the number stories next to it. (etc.)

0-10

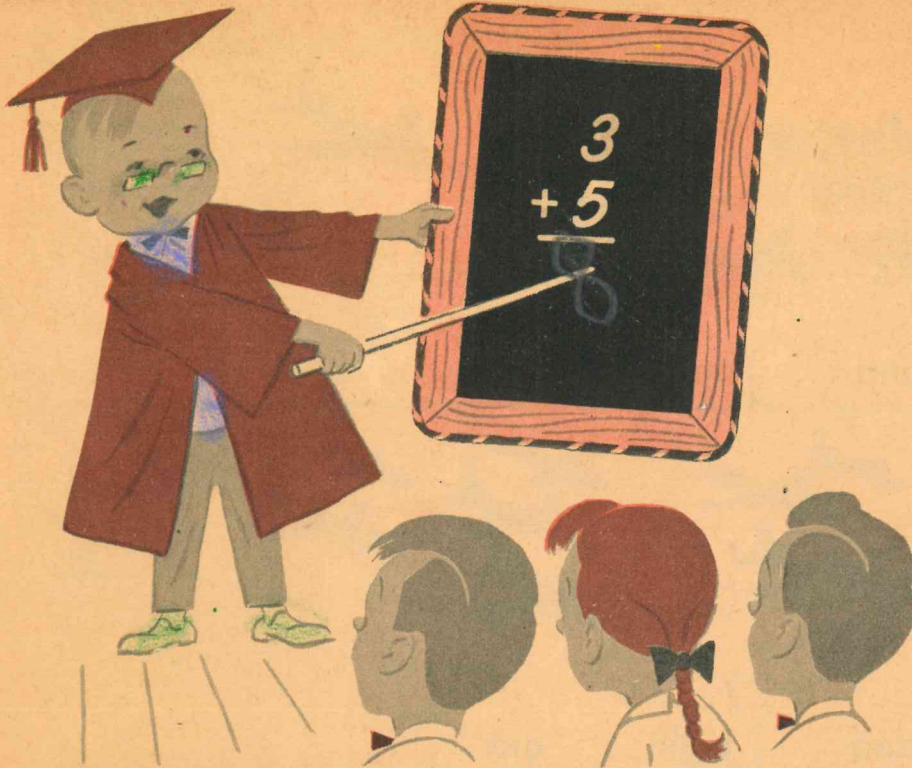
POOR

11-13

FAIR

14-16

GOOD



$$\begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$$

0-20

21-26







27-30




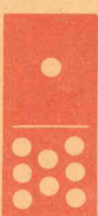


POOR







FAIR







GOOD







PURPOSE: Drill on the newly developed unit with a review of facts of 8. For detailed lesson plan, see Handbook B.
TEACHER: Show this little professor that you know the stories of 8 and the new stories you learned. Color green all answers 1 and 8.







 $\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$	 $\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	 $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	 $\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	 $\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$
--	--	--	---	--	--

 $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$
--	--	--	---	--	--

 $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ -8 \\ \hline \end{array}$
--	--	--	---	--	--

 $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ -8 \\ \hline \end{array}$
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 $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ -8 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$
--	--	--	---	--	--

 $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$
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PURPOSE: Diagnostic drill on facts of 8 and 9. For detailed pre-book development, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color yellow all answers of 8.

0-24

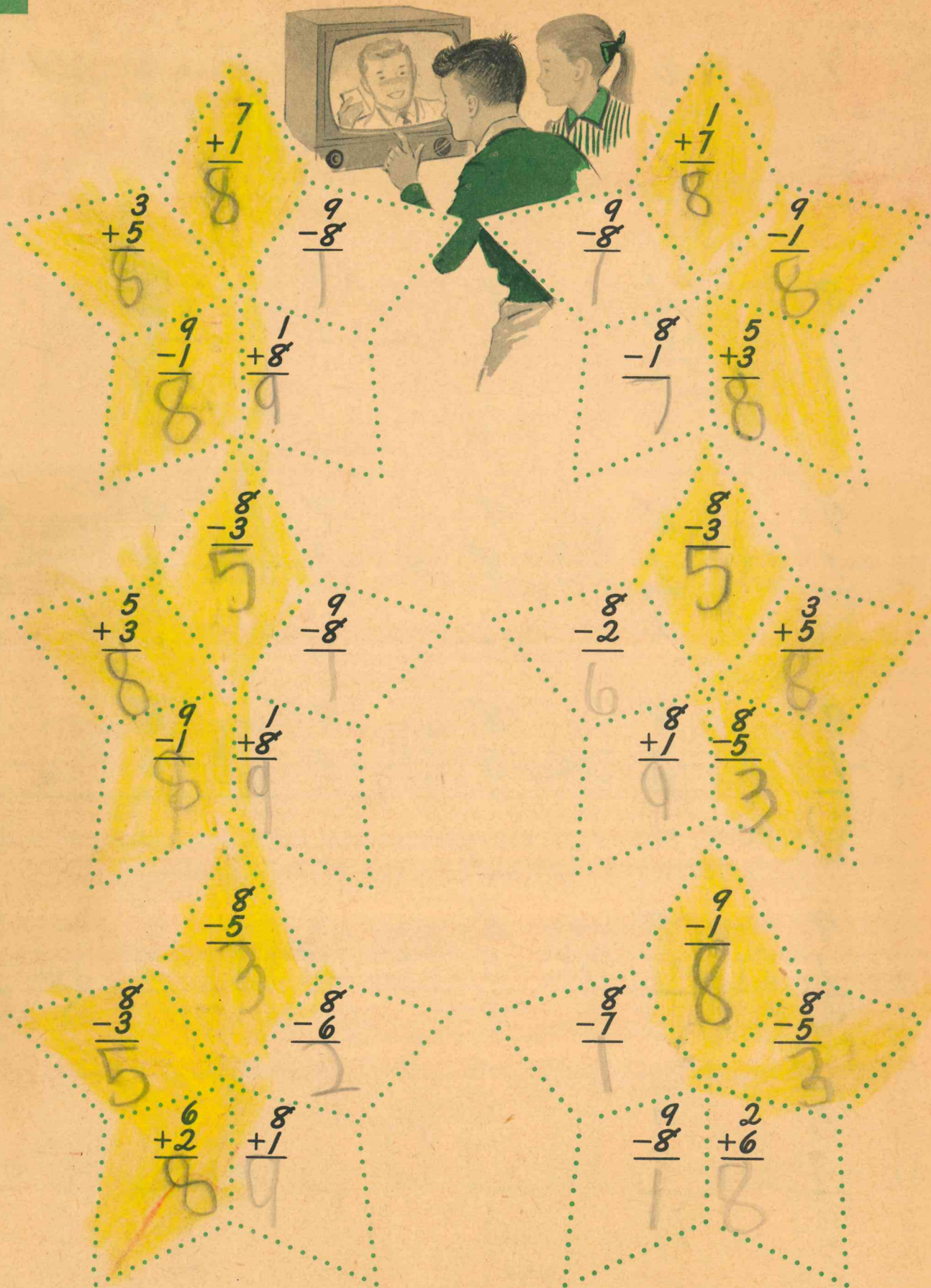
POOR

25-31

FAIR

32-36

GOOD



0-20

POOR

21-26

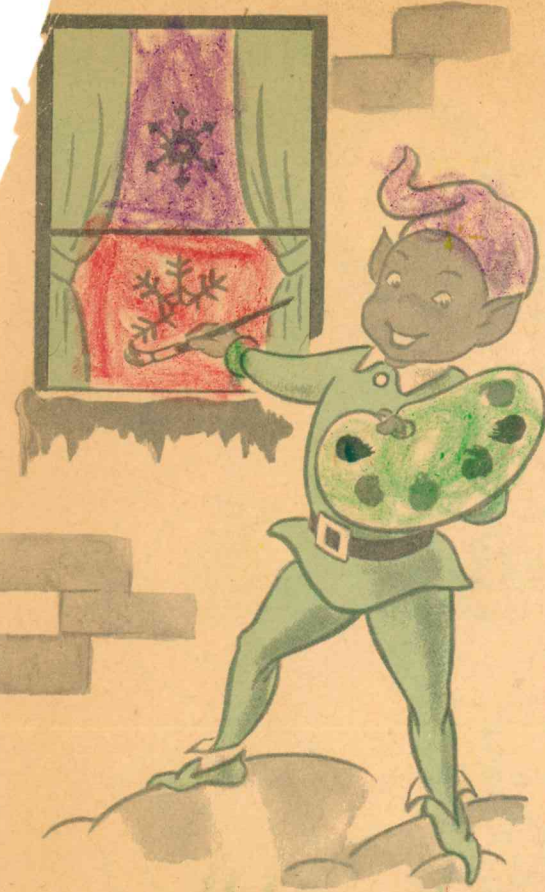
FAIR

27-30

GOOD

PURPOSE: Motivated test on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Who wants to be a TV star? Take the first one. (etc.) Color yellow all answers of 3, 5, 8.



$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$		
$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$		
$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$		
$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$

PURPOSE: Motivated drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Help Jack Frost paint the windows. How many can you paint with correct answers? Color green all answers of 1, 3, 8.

0-20

POOR

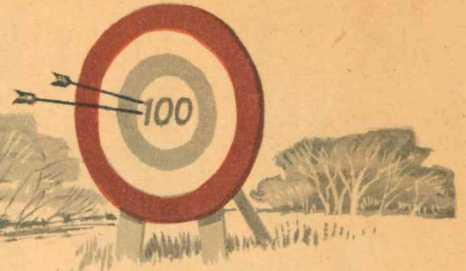
21-26

FAIR

27-30

GOOD

A



$\begin{matrix} 8 \\ -3 \\ 5 \end{matrix}$	$\begin{matrix} 8 \\ -5 \\ 3 \end{matrix}$	$\begin{matrix} 1 \\ +8 \\ 9 \end{matrix}$
$\begin{matrix} 6 \\ +2 \\ 8 \end{matrix}$	$\begin{matrix} 8 \\ -2 \\ 6 \end{matrix}$	$\begin{matrix} 8 \\ -6 \\ 2 \end{matrix}$
$\begin{matrix} 3 \\ +5 \\ 8 \end{matrix}$	$\begin{matrix} 9 \\ -1 \\ 8 \end{matrix}$	$\begin{matrix} 8 \\ +1 \\ 9 \end{matrix}$
$\begin{matrix} 8 \\ -3 \\ 5 \end{matrix}$	$\begin{matrix} 1 \\ +8 \\ 9 \end{matrix}$	$\begin{matrix} 9 \\ -8 \\ 1 \end{matrix}$
$\begin{matrix} 3 \\ +5 \\ 8 \end{matrix}$	$\begin{matrix} 9 \\ -1 \\ 8 \end{matrix}$	$\begin{matrix} 5 \\ +3 \\ 8 \end{matrix}$
$\begin{matrix} 9 \\ -8 \\ 1 \end{matrix}$	$\begin{matrix} 8 \\ +1 \\ 9 \end{matrix}$	$\begin{matrix} 8 \\ -3 \\ 5 \end{matrix}$
$\begin{matrix} 8 \\ -5 \\ 3 \end{matrix}$	$\begin{matrix} 9 \\ -8 \\ 1 \end{matrix}$	

0-14

POOR

15-20

FAIR

21-23

GOOD

PURPOSE: Test on some facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Can you hit the bull's-eye in the target? When you have finished all the targets, color green all the targets with the answers of 1, 3, 5, 9.



seven and two are



$$\begin{array}{r} 2 \quad 7 \\ +7 \quad +2 \\ \hline 9 \quad 9 \end{array}$$



two and seven are



$$\begin{array}{r} 7 \quad 2 \\ +2 \quad +7 \\ \hline 9 \quad 9 \end{array}$$



two from nine are



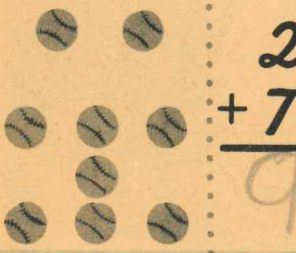
$$\begin{array}{r} 9 \quad 9 \\ -2 \quad -7 \\ \hline 7 \quad 2 \end{array}$$



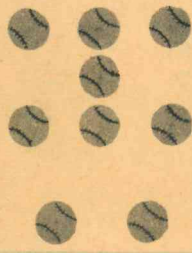
seven from nine are



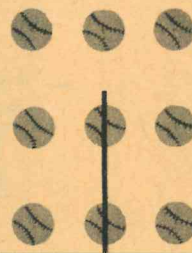
$$\begin{array}{r} 9 \quad 9 \\ -7 \quad -2 \\ \hline 2 \quad 7 \end{array}$$



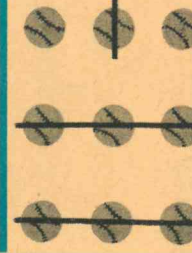
$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

PURPOSE: Development of the 7 + 2 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first picture? How could you tell without counting? How many are playing? How many more are coming? Read the number story below the picture. Read the two on the right. (etc.)

0-10

POOR

11-13

FAIR

14-16

GOOD



0

A

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

0-33

POOR

34-43
























FAIR

44-47

GOOD

PURPOSE: Speedy review of some facts of 8 and the newly developed 9's. For detailed lesson plan, see Handbook B.
 TEACHER: Try to work these number stories as fast and as correctly as Jack. Color blue all answers of 2, 3, 7, 8.

A

 $+ \frac{7}{1}$ 8	 $+ \frac{8}{1}$ 9	 $+ \frac{3}{5}$ 8	 $+ \frac{7}{2}$ 9	 $+ \frac{1}{7}$ 8	 $+ \frac{2}{7}$ 9
 $+ \frac{7}{2}$ 9	 $+ \frac{6}{2}$ 8	 $+ \frac{1}{8}$ 9	 $+ \frac{5}{8}$ 8	 $+ \frac{2}{9}$ 9	 $+ \frac{2}{8}$ 8
 $- \frac{9}{2}$ 7	 $- \frac{9}{8}$ 1	 $- \frac{8}{1}$ 7	 $- \frac{8}{7}$ 1	 $- \frac{9}{7}$ 2	 $- \frac{8}{5}$ 3
 $- \frac{8}{3}$ 5	 $- \frac{9}{7}$ 2	 $- \frac{8}{7}$ 1	 $- \frac{8}{6}$ 2	 $- \frac{9}{8}$ 1	 $- \frac{9}{7}$ 2
 $- \frac{9}{2}$ 7	 $- \frac{9}{8}$ 1	 $- \frac{1}{8}$ 8	 $- \frac{5}{3}$ 8	 $- \frac{3}{7}$ 7	 $- \frac{8}{6}$ 6
 $- \frac{8}{5}$ 3	 $- \frac{9}{7}$ 7	 $- \frac{8}{5}$ 5	 $- \frac{9}{8}$ 8	 $- \frac{8}{5}$ 3	 $- \frac{9}{7}$ 7

PURPOSE: Diagnostic drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color orange all answers of 2, 7, 8.

0-24

POOR

25-31

FAIR

32-36

GOOD

0

A

$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 8 \\ -2 \\ \hline 6 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 8 \\ -7 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$



0-33
POOR

34-43
FAIR

44-48
GOOD

PURPOSE: Test on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: How many are 7 keys and 2 keys? If there are 9 dogs and 2 run away, how many will be left? Who can say all the stories at the top? Who can say them faster? (etc.) Circle orange all examples that have 7 or 9 for answers.

A

HOP

$$\begin{array}{r} 1 \\ +7 \\ \hline 8 \end{array}$$


$$\begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$



HOP

$$\begin{array}{r} 7 \\ +1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$

HOP

$$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

HOP

$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

HOP

$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 2 \end{array}$$

PURPOSE: Further drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Who wants to win the hopping game? Try the first one. (etc.) Color green all the boxes that have answers of 8 or 9.

0-20

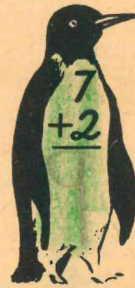
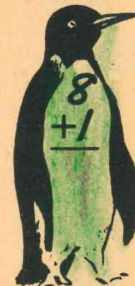
POOR

21-26

FAIR

27-30

GOOD



0-20

POOR

21-26

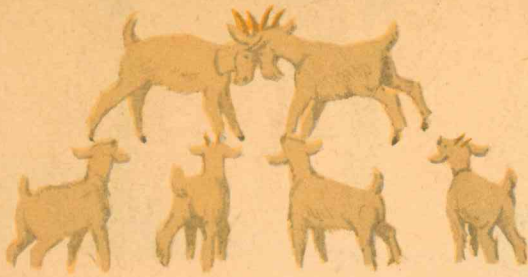
FAIR

27-30

GOOD

PURPOSE: Final test on the facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Did you ever see penguins in a zoo? How many can you catch? Try the first row. (etc.) Color green all penguins that have answers of 8 or 9.

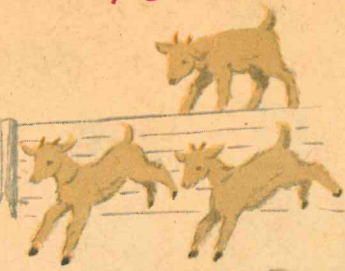


six

and

3 three

are 9



$$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array} \quad \begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$

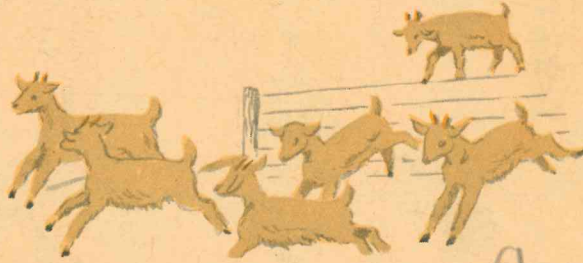


3 three

and

6 six

are 9



$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array} \quad \begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$



3 three

from

nine 9

are 6



$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

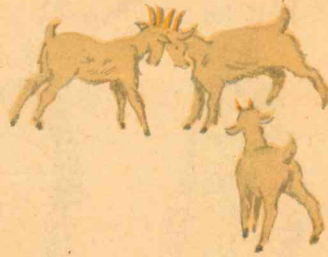


six

from

nine

are 3



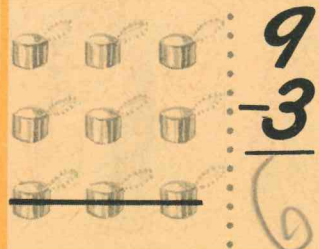
$$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array} \quad \begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$



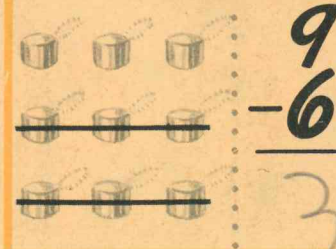
$$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$



$$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

PURPOSE: Development of the 6 + 3 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many goats do you see in the first box? How many are playing? How many more are coming? Read the story about them. (etc.)

0-10	11-13	14-16
POOR	FAIR	GOOD



$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$
$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$
$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$
$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$
$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$
$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$

0-33

34-43

44-48

POOR


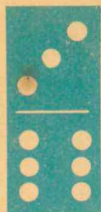
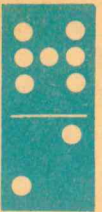

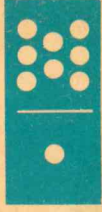

FAIR


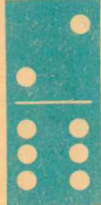
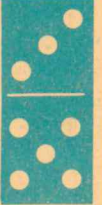
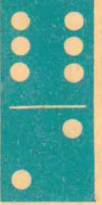


GOOD

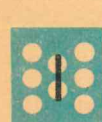
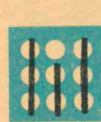
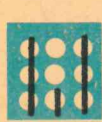
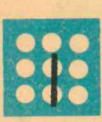
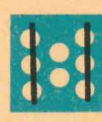
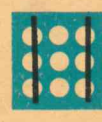
PURPOSE: Motivated drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.


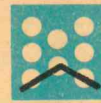
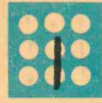
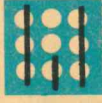

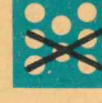
TEACHER: Who can fly a kite? If you get the correct answer, your kite will stay up. Try the first one. Color red all kites that have answers of 6, 7, 8, or 9.

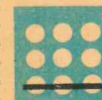
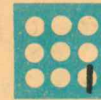
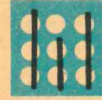
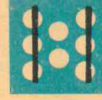
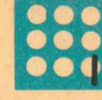

(2)

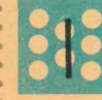
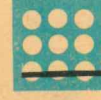
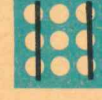
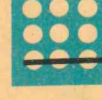
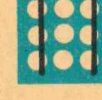
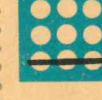
 $+ \underline{3}$	 $+ \underline{6}$	 $+ \underline{2}$	 $+ \underline{7}$	 $+ \underline{1}$	 $+ \underline{8}$
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 $+ \underline{6}$	 $+ \underline{3}$	 $+ \underline{7}$	 $+ \underline{2}$	 $+ \underline{8}$	 $+ \underline{1}$
---	---	---	--	---	---

 $- \underline{2}$	 $- \underline{8}$	 $- \underline{7}$	 $- \underline{2}$	 $- \underline{6}$	 $- \underline{6}$
---	---	---	--	---	---

 $- \underline{2}$	 $- \underline{8}$	 $- \underline{7}$	 $- \underline{2}$	 $- \underline{6}$	 $- \underline{6}$
---	---	---	--	---	---

 $- \underline{2}$	 $- \underline{8}$	 $- \underline{7}$	 $- \underline{2}$	 $- \underline{6}$	 $- \underline{6}$
---	---	---	--	---	---

 $- \underline{2}$	 $- \underline{8}$	 $- \underline{7}$	 $- \underline{2}$	 $- \underline{6}$	 $- \underline{6}$
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PURPOSE: Drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups). Color green all answers of 3, 6, 9.

0-24

POOR

25-31

FAIR

32-36

GOOD



0-30

31-37

38-45

POOR

FAIR

GOOD

PURPOSE: Test on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Who wants to try to beat Jack to the top of the beanstalk? Begin at the bottom. (etc.) Color green all answers of 6, 8, 9.



$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

PURPOSE: Drill on the recently developed unit and review of difficult facts. For detailed lesson plan, see Handbook B.
TEACHER: Help Jim work these number stories without counting. Color blue answers of 6, 7, 9.

0-33

POOR

34-43

FAIR

44-48

GOOD



$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$

0-33

34-43

44-48

POOR

FAIR

GOOD

PURPOSE: Review of facts of 5, 6, 7, 8, 9. For detailed lesson plan, see Handbook B.

TEACHER: Can you ski? How fast can you go? Be sure you are right. When you finish, you may color blue answers of 6, 7, 8, 9.



five

and

four

are



13



$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array} \quad \begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$



four

and

five

are



$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array} \quad \begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$



four

from

nine

are



$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array} \quad \begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$



five

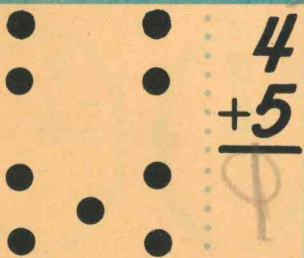
from

nine

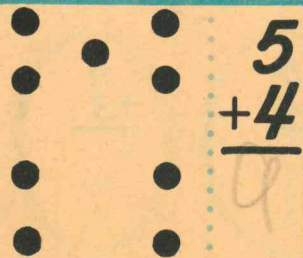
are



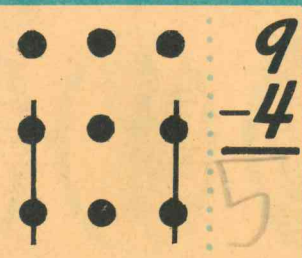
$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array} \quad \begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$



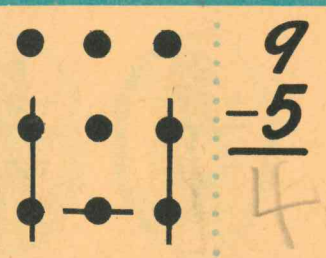
$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

PURPOSE: Development of the 5 + 4 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first box? How many toward the beginning of the parade? How many are coming at the end? Read the story about them. (etc.)

0-10

POOR

11-13

FAIR

14-16

GOOD



$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

0-24

POOR

25-31

FAIR

32-36

GOOD

PURPOSE: Drill on the 5 + 4 unit and difficult facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: See whether you can spin the hoop without dropping it. You will be the best spinner if you have all the number stories correct. Color green all answers of 1, 2, 8, 9.

GOOD

A

$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ 	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$ 	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$ 	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ 	$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$ 	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ 
$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$ 	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ 
$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$ 	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$ 
$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ 	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ 
$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$ 	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ 
$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ 	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ 
$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$ 	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ 	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$ 
$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$ 	$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$ 	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ 	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$ 	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$ 	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ 

0-33

34-43

44-48

POOR

FAIR

GOOD

PURPOSE: Test on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: How many are 5 Indians and 4 Indians? 6 tepees and 3 tepees are how many? Who can say all the stories in the top row? Who can do them faster? Color blue all answers of 9.



$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$

LUCKY

PURPOSE: Motivated drill on facts of 8 and 9. For detailed lesson plan, see Handbook B.

TEACHER: Try to be the lucky winner. Write all the answers first. Then look for the row that has all the answers alike. That's the lucky row. Color it yellow.

0-24

POOR

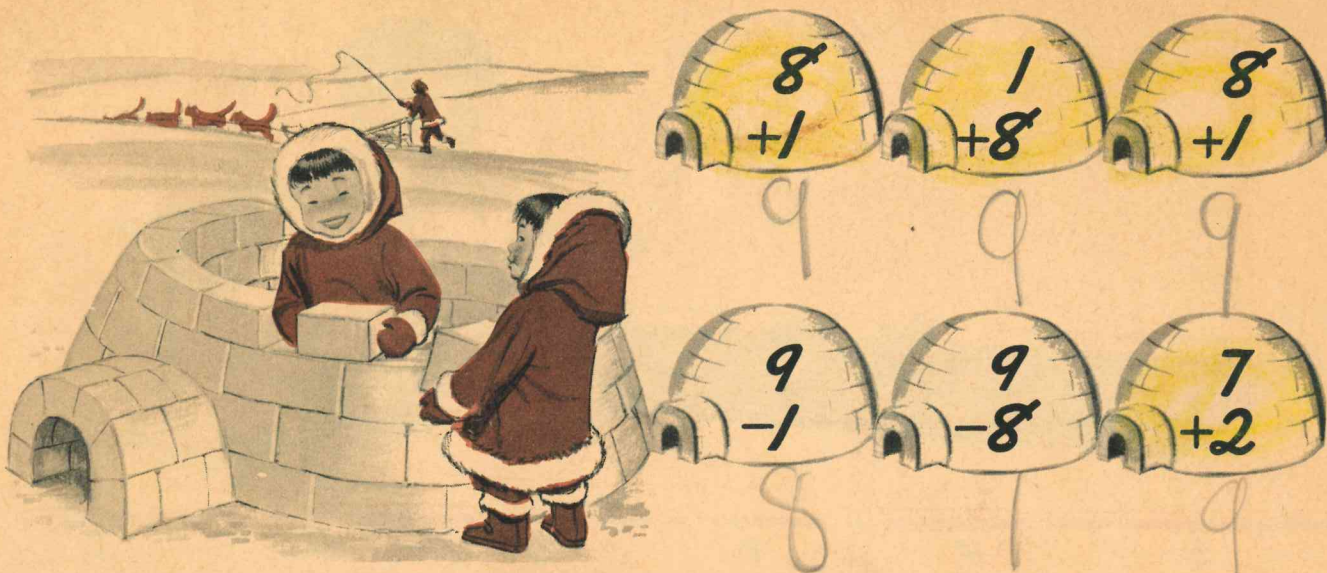
25-31

FAIR

32-36

GOOD

13



$\frac{8}{+1}$	$\frac{1}{+8}$	$\frac{8}{+1}$
----------------	----------------	----------------

$\frac{9}{-1}$	$\frac{9}{-8}$	$\frac{7}{+2}$
----------------	----------------	----------------

$\frac{9}{-8}$	$\frac{9}{-7}$	$\frac{9}{-3}$	$\frac{9}{-5}$	$\frac{9}{-7}$	$\frac{2}{+7}$
----------------	----------------	----------------	----------------	----------------	----------------

$\frac{9}{-2}$	$\frac{9}{-3}$	$\frac{9}{-5}$	$\frac{9}{-4}$	$\frac{9}{-6}$	$\frac{5}{+4}$
----------------	----------------	----------------	----------------	----------------	----------------

$\frac{9}{-4}$	$\frac{9}{-6}$	$\frac{9}{-4}$	$\frac{9}{-2}$	$\frac{9}{-5}$	$\frac{3}{+6}$
----------------	----------------	----------------	----------------	----------------	----------------

$\frac{6}{+3}$	$\frac{4}{+5}$	$\frac{6}{+3}$	$\frac{5}{+4}$	$\frac{3}{+6}$	$\frac{4}{+5}$
----------------	----------------	----------------	----------------	----------------	----------------

0-20

POOR

21-26

FAIR

27-30

GOOD

PURPOSE: Final test on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Help the Eskimos make their igloos. Who will try to build the first one? (etc.) Color yellow all answers of 9.



PURPOSE: Development of the concept of ten. For detailed pre-book development, see Handbook B.

TEACHER: Let's count the children in the rhythm band. How could we do it without counting? How many boys are there? girls? How many are sitting? standing? How many have braids? (etc.) Color green the little boxes that have ten in the picture.

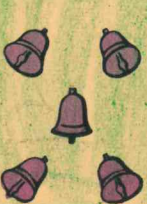
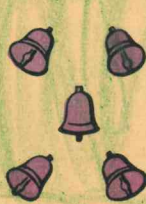
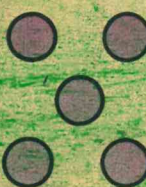
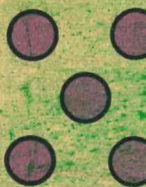
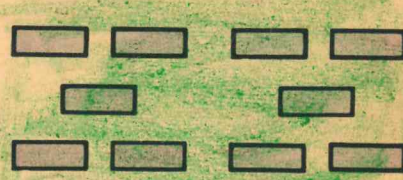
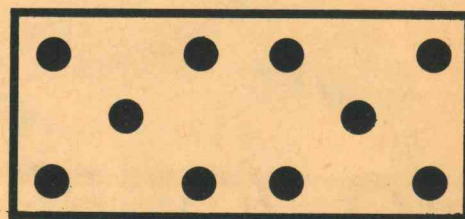


B



TEN

10



0-4

5-7

8-9

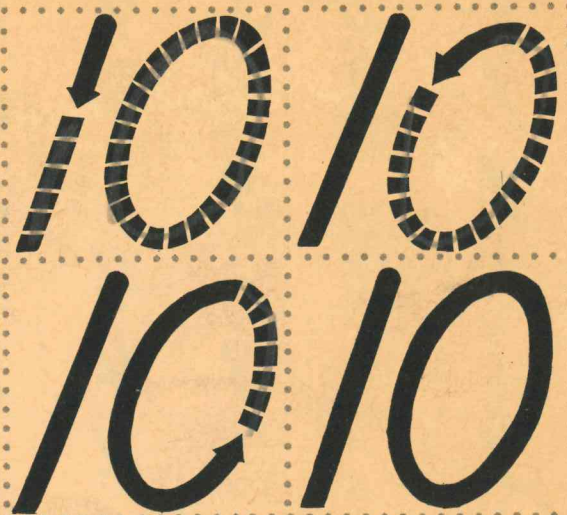
POOR

FAIR

GOOD

PURPOSE: Concept of ten through semi-concrete forms. For detailed lesson plan, see Handbook B.

TEACHER: How many children are getting off the bus? How can you tell without counting? How many boys? girls? How many stars do you see in the first box? How can you tell without counting? Color groups of ten green.



ten	ten	ten	ten	ten	ten	ten	ten
10	10	10	10	10	10	10	10
ten	two	eight	ten	five	three	nine	four
10	2	8	10	5	3	9	4
five	one	nine	four	seven	three	six	nine
5	1	9	4	7	3	6	9
ten	two	eight	one	five	ten	nine	four
10	2	8	1	5	10	9	4
seven	three	six	nine	five	three	nine	four
7	3	6	9	5	3	9	4

PURPOSE: Writing number 10 and associating it with the number name. For detailed pre-book development, see Handbook B.
TEACHER: How many children are at this birthday party? How could we tell without counting? How many girls? boys? Trace the figure 10 on the right. Begin with the arrow and say, "Down, around, ten. Down, around, ten." (etc.)

0-23

POOR

24-29

FAIR

30-32

GOOD

9 10

16-18

GOOD

TEACHER: Read the first row together as you touch each number. Read the second row. What numbers are missing? (etc.)

A



$$9 + 1 = 10$$



$$8 + 2 = 10$$



$$7 + 3 = 10$$



$$6 + 4 = 10$$



$$5 + 5 = 10$$



$$4 + 6 = 10$$



$$3 + 7 = 10$$



$$2 + 8 = 10$$



$$1 + 9 = 10$$

PURPOSE: Discovery of addition relationships. For detailed lesson plan, see Handbook B.
TEACHER: How many cents do you see in the first row? on the left? on the right? altogether? (etc.)

0-4

POOR

5-7

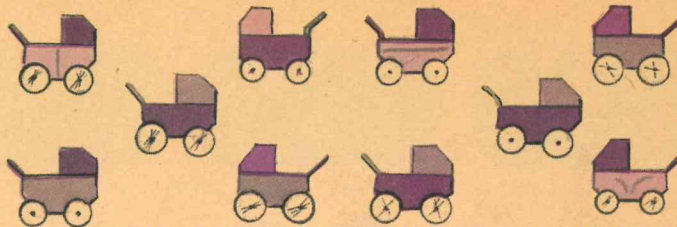
FAIR

8-9

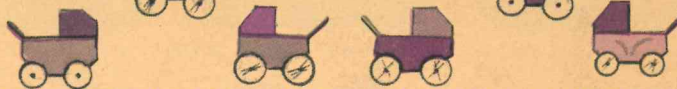
GOOD

A

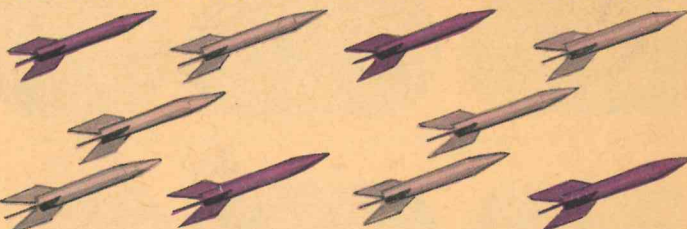
4 from 10 are 6



6 from 10 are 4



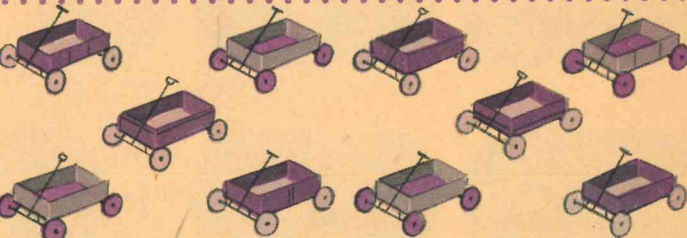
1 from 10 are 9



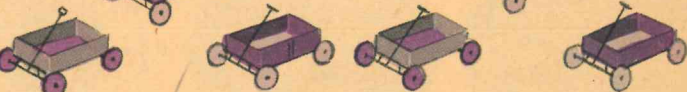
9 from 10 are 1



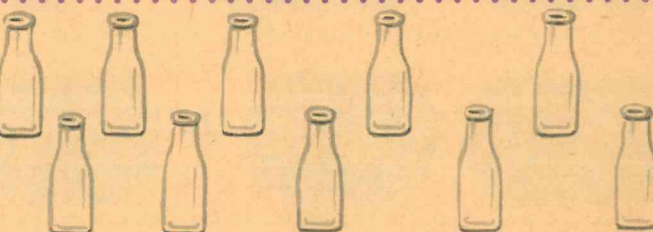
5 from 10 are 5



5 from 10 are 5



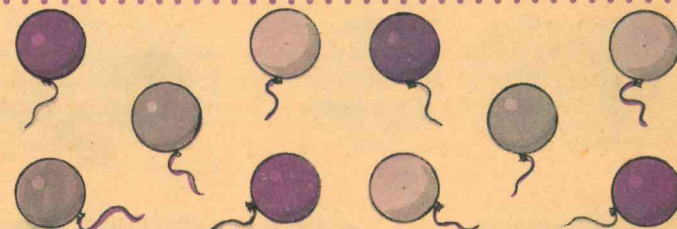
2 from 10 are 8



8 from 10 are 2



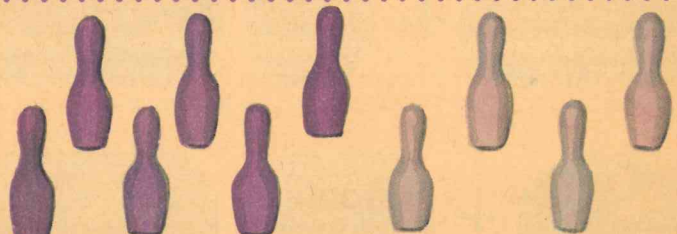
3 from 10 are 7



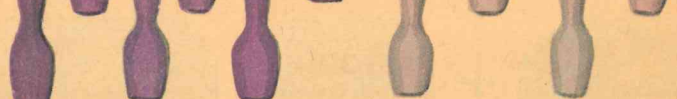
7 from 10 are 3



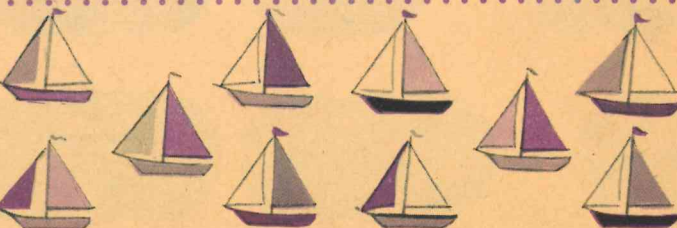
6 from 10 are 4



4 from 10 are 6



3 from 10 are 7



7 from 10 are 3



0-8

POOR

9-12

FAIR

13-14

GOOD

PURPOSE: Discovery of subtraction relationships. For detailed lesson plan, see Handbook B.

TEACHER: Read the first story. How do you show that you take 4 from 10? (Cross out 4.) Cover four. How many are left without counting? What are 4 from 10? (etc.)



$$\begin{array}{r} 5 \quad 10 \\ +5 \quad -5 \\ \hline 10 \quad 5 \end{array}$$

$$\begin{array}{r} 5 \quad 10 \\ +5 \quad -5 \\ \hline 10 \quad 5 \end{array}$$

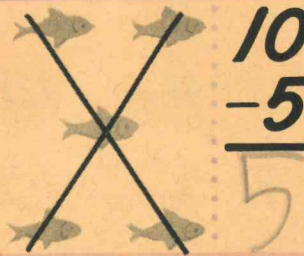
five and five are



$$\begin{array}{r} 10 \quad 5 \\ -5 \quad +5 \\ \hline 5 \quad 10 \end{array}$$

$$\begin{array}{r} 10 \quad 5 \\ -5 \quad +5 \\ \hline 5 \quad 10 \end{array}$$

five from ten are



PURPOSE: Development of the 5 + 5 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first picture? How could you tell without counting? How many girls? boys? Read the story below the picture. Read the number stories on the right. (etc.)

0-7

POOR

8-10

FAIR

11-12

GOOD



$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

0-20

POOR

21-26

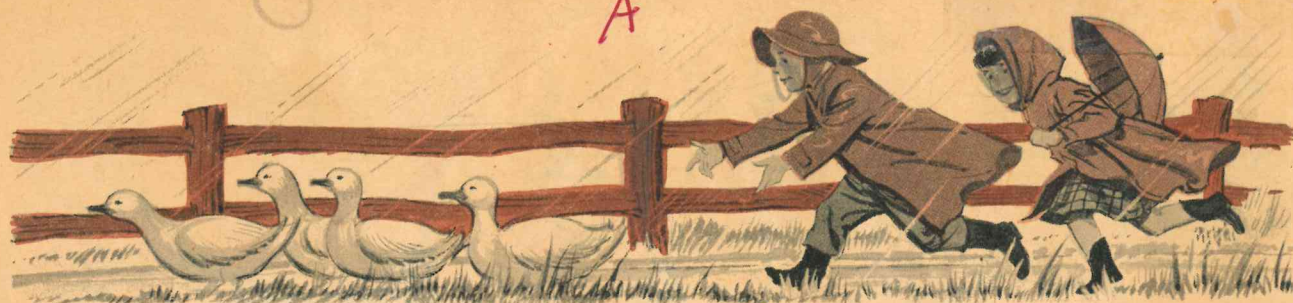
FAIR

27-30

GOOD

PURPOSE: Drill on the 5 + 5 unit and review of the difficult facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Can you twirl the plate without missing? Try to be the champion by writing all the correct answers. Color orange all answers of 3, 6, 9.



$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

PURPOSE: Motivated drill on facts of 9. For detailed lesson plan, see Handbook B.

TEACHER: Did you ever play in the rain? How many ducks can you catch? Try the top row. (etc.) Color yellow all the boxes that have answers of 6 or 9.

0-33

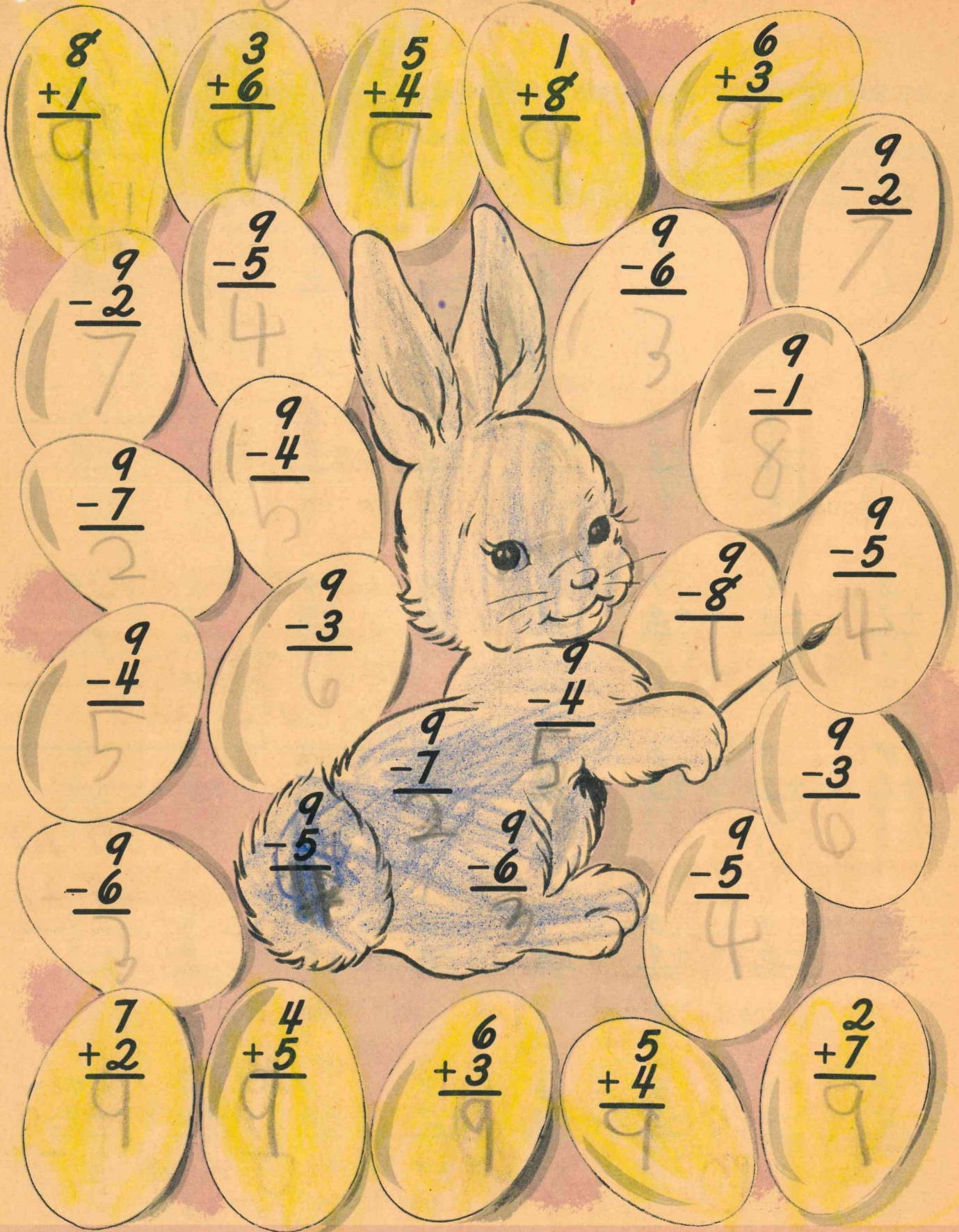
POOR

34-43

FAIR

44-48

GOOD



0-20

21-25

26-28

POOR

FAIR

GOOD

PURPOSE: Diagnostic test on facts of 9. For detailed lesson plan, see Handbook B.

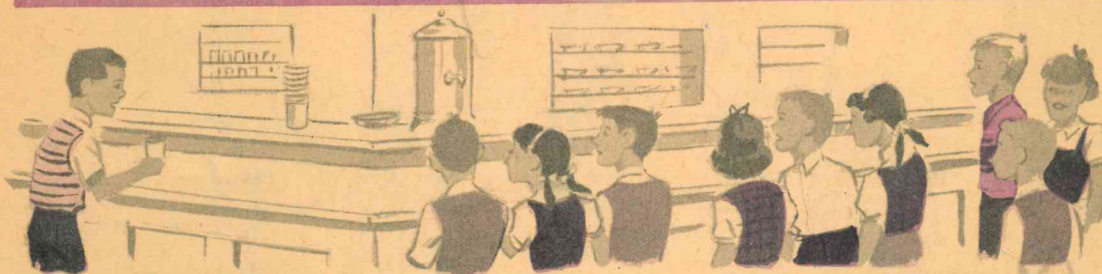
TEACHER: Who will help the bunny to color his eggs? Try the top row. Say the lower number first. (etc.) Color yellow only those eggs that have 9 for an answer.

A



$$\begin{array}{r} 1 \ 9 \\ + 9 \ + 1 \\ \hline \end{array}$$

nine and one are



$$\begin{array}{r} 9 \ 1 \\ + 1 \ + 9 \\ \hline \end{array}$$

one and nine are



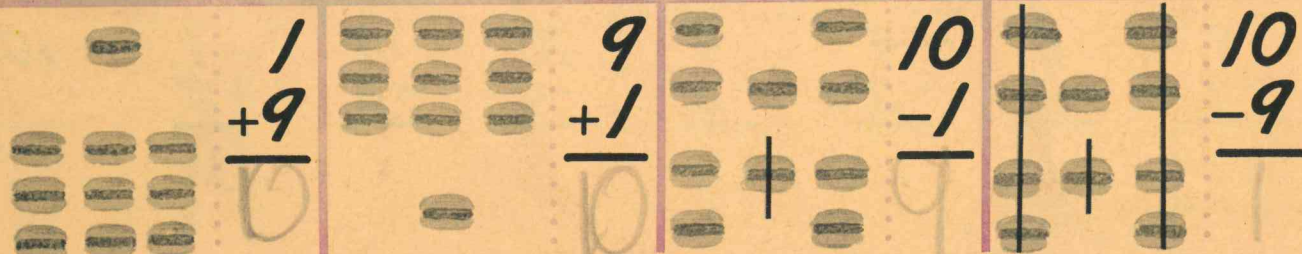
$$\begin{array}{r} 10 \ 10 \\ - 1 \ - 9 \\ \hline \end{array}$$

one from ten are



$$\begin{array}{r} 10 \ 10 \\ - 9 \ - 1 \\ \hline \end{array}$$

nine from ten are



PURPOSE: Development of the 9 + 1 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first box? How many are at the counter? How many more are coming? Read the story about them. (etc.)

0-10

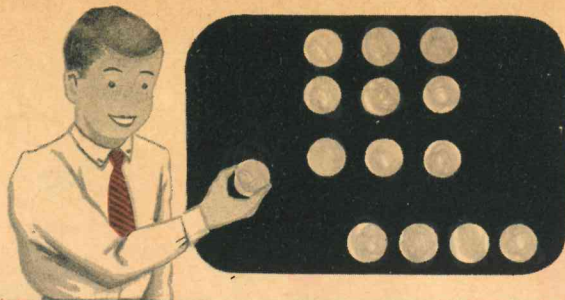
POOR

11-13

FAIR

14-16

GOOD



$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

0-33

POOR

34-43


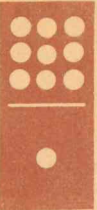


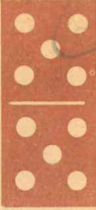






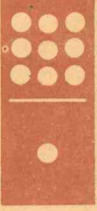
























FAIR

44-48

GOOD

PURPOSE: Drill on the 9 + 1 unit and other difficult facts. For detailed lesson plan, see Handbook B.

TEACHER: Help Jack work the magnetic discs. Don't let him miss one number story. Color green all answers of 9 and 10.

 $\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	 $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	 $\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	 $\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$
 $\begin{array}{r} 9 \\ + \\ \hline \end{array}$	 $\begin{array}{r} 7 \\ + \\ \hline \end{array}$	 $\begin{array}{r} 5 \\ + \\ \hline \end{array}$	 $\begin{array}{r} 3 \\ + \\ \hline \end{array}$	 $\begin{array}{r} 4 \\ + \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ + \\ \hline \end{array}$
 $\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$
 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$
 $\begin{array}{r} 10 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - \\ \hline \end{array}$
 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - \\ \hline \end{array}$

PURPOSE: Diagnostic test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color yellow all answers of 1, 5, 9.

0-24

POOR

25-31

FAIR

32-36

GOOD



$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$

0-33

POOR

34-43

FAIR

44-48

GOOD

PURPOSE: Review of facts through 7, 8, 9, and some 10's. For detailed lesson plan see Handbook B.

TEACHER: Which car will win? Help the boys run them. When finished, color yellow all boxes with answers of 7, 8, 9.



PURPOSE: Motivated test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: Help David lasso the cattle. See how many you can catch without missing. Then draw a yellow lasso around the neck of every calf that has an answer of 9.

0-15

POOR

16-18

FAIR

19-21

GOOD

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$$

0-20

POOR

21-26

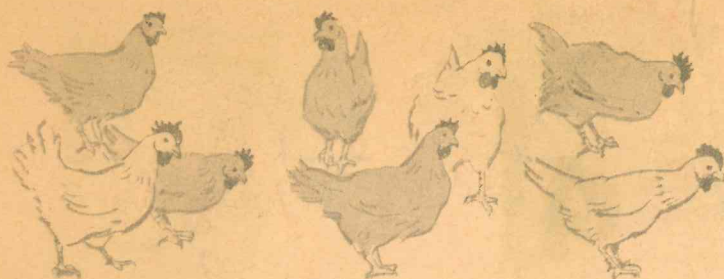
FAIR

27-30

GOOD

PURPOSE: Final test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: What do you see at the top? Who wants to try one of the movie stars? Color yellow all answers of 9 or 10.



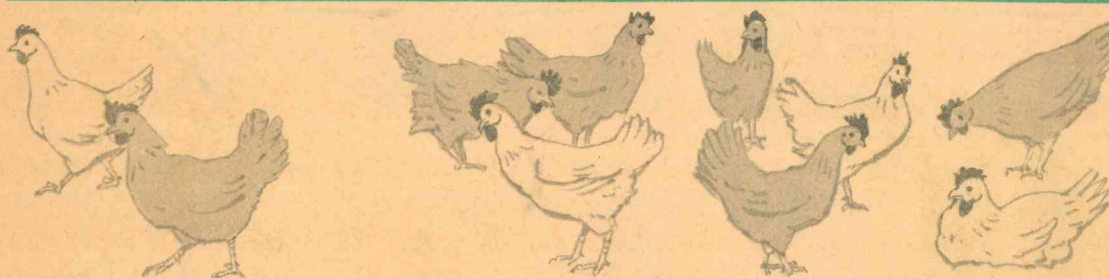
eight and two are10.....

$$\begin{array}{r} 2 \ 8 \\ + 8 \ 2 \\ \hline 10 \ 10 \end{array}$$



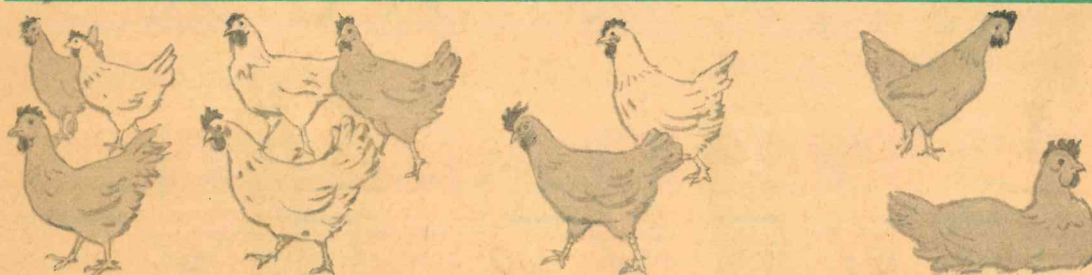
two and eight are10.....

$$\begin{array}{r} 8 \ 2 \\ + 2 \ 8 \\ \hline 10 \ 10 \end{array}$$



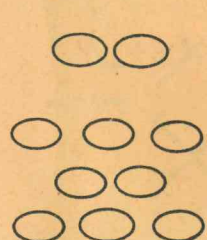
two from ten are8.....

$$\begin{array}{r} 10 \ 10 \\ - 2 \ 8 \\ \hline 8 \ 2 \end{array}$$

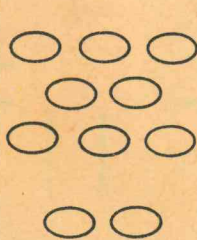


eight from ten are2.....

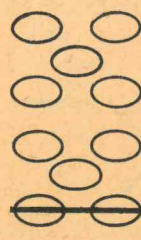
$$\begin{array}{r} 10 \ 10 \\ - 8 \ 2 \\ \hline 2 \ 8 \end{array}$$



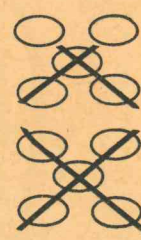
$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

PURPOSE: Development of the 8 + 2 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many hens do you see in the first box? How many are there? How many more are coming? Read the story about them. (etc.)

0-10


























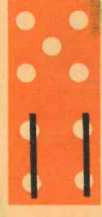










POOR

11-13

FAIR

14-16

GOOD

 $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	 $\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	 $\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	 $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	 $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$
 $\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	 $\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	 $\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	 $\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$
 $\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ - 9 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$
 $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ - 9 \\ \hline \end{array}$	 $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	 $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$
 $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ - 9 \\ \hline \end{array}$	 $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	 $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$
 $\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	 $\begin{array}{r} 1 \\ - 9 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	 $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	 $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$

0-24

POOR

25-31

FAIR

32-36

GOOD

PURPOSE: Remedial drill on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots are on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color green all answers of 2, 8 and 9.



$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

PURPOSE: Drill on the 8 + 2 unit and review of other difficult facts. For detailed lesson plan, see Handbook B.
TEACHER: Ann is using her time to test herself on this page. See whether you can have more correct than she. Color yellow answers of 1, 9, 10.

0-23

POOR

24-29

FAIR

30-32

GOOD

$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 
$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$ 	$\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$ 
$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 
$\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 
$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 
$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 
$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 

0-27

POOR

28-34

FAIR

35-42

GOOD

PURPOSE: Test on difficult subtraction facts. For detailed lesson plan, see Handbook B.

TEACHER: 2 sodas from 9 sodas are how many sodas? 8 top hats from 10 top hats are how many top hats? Who can say all the stories in the top row? (etc.) Color yellow all answers of 1 or 2.

C

PURPOSE: Motivated drill on difficult facts. For detailed lesson plan, see Handbook B.

TEACHER: Who wants a ride on the merry-go-round? Try one of the blocks. (etc.) When all the answers are written, you are to color blue all the boxes that have 2, 8, 9, 10 for an answer.

0-24

POOR

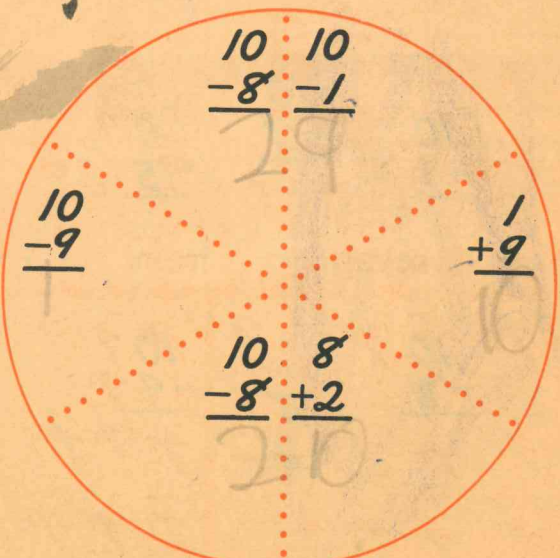
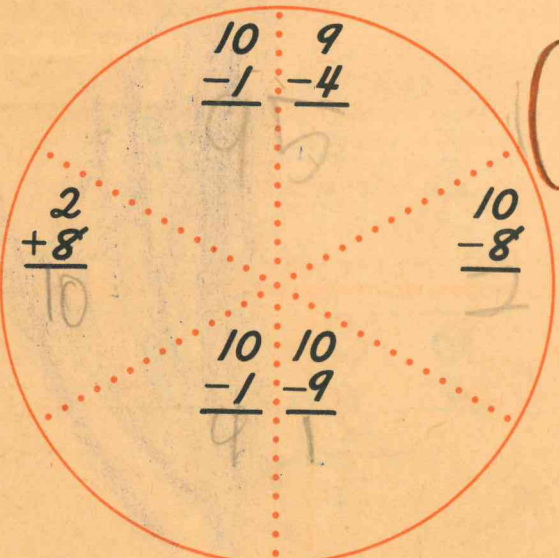
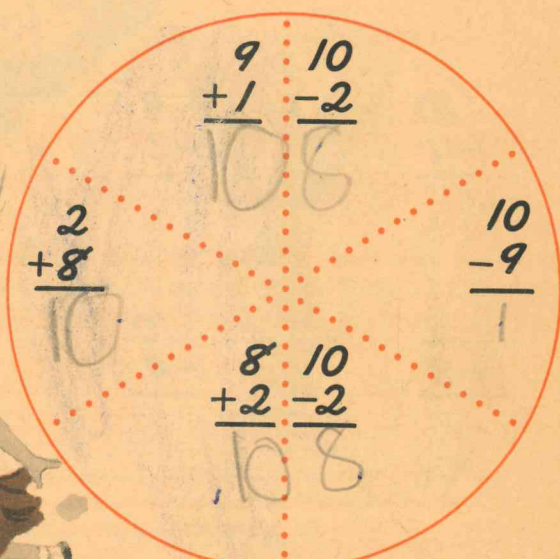
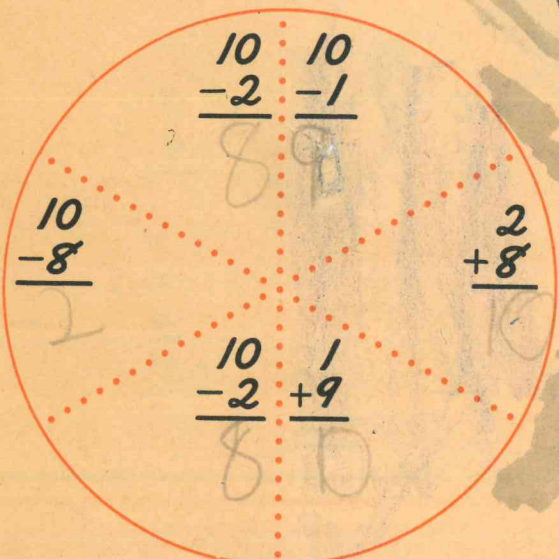
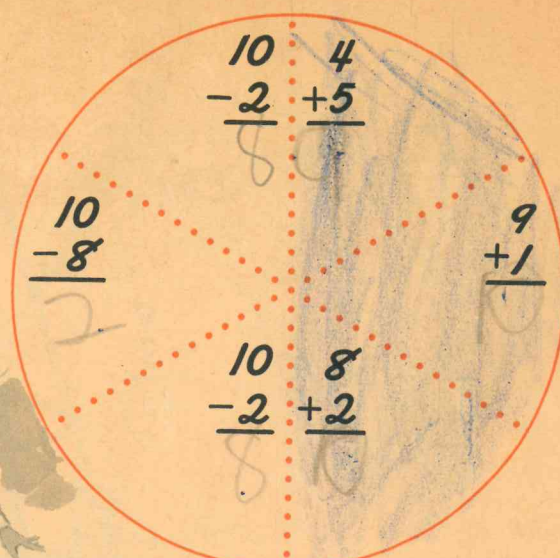
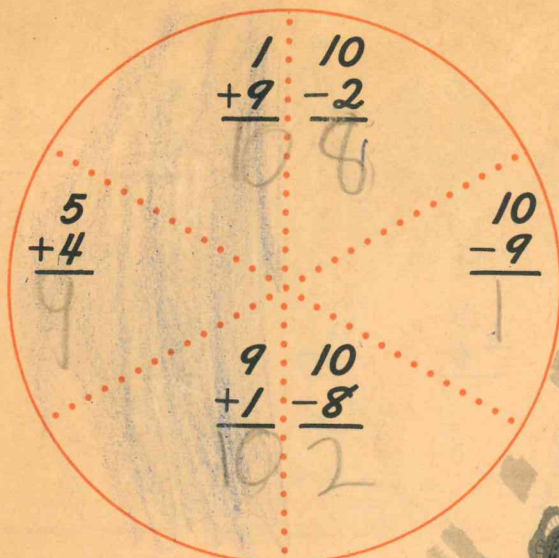
25-31

FAIR

32-36

GOOD

C



0-24

POOR

25-31

FAIR

32-36

GOOD

PURPOSE: Final test on facts of 9 and 10. For detailed lesson plan, see Handbook B.

TEACHER: Who can roll the hoop longest? Begin with the top hoop and go all the way round. (etc.) You may color blue all parts of the hoops that have 9 or 10 for an answer.



$$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$$

seven and three are 10

three and seven are 10



$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

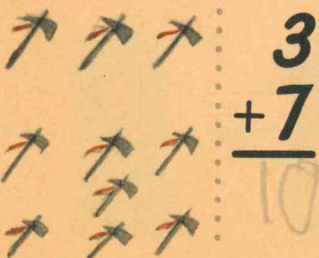
three from ten are 7



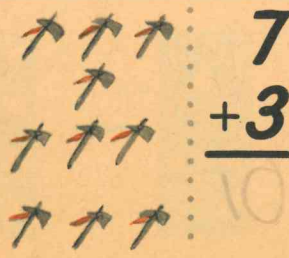
$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$

seven from ten are 3



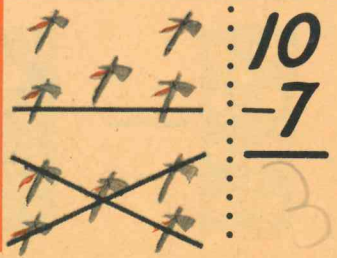
$$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

PURPOSE: Development of the 7 + 3 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many Indians do you see in the first box? How many on the left side? How many are dancing toward them? Read the story about them. (etc.)

0-10

POOR

11-13

FAIR

14-16

GOOD

D

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$

0-24

POOR

25-31

FAIR

32-36

GOOD

PURPOSE: Remedial drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color orange all answers of 1, 9, 10.



$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

PURPOSE: Drill on the 7 + 3 unit and a review of the facts of the 8 + 2 unit. For detailed lesson plan, see Handbook B.
TEACHER: Can you play the tom-tom as well as the Indian boy? Write all the answers. Then color yellow all answers of 2, 8, 10.

0-23

POOR

24-29

FAIR

30-32

GOOD

$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$ 
$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ 
$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ 
$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$ 
$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$ 
$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ 	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$ 	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ 
$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ 
$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$ 

0-33

34-43

44-48

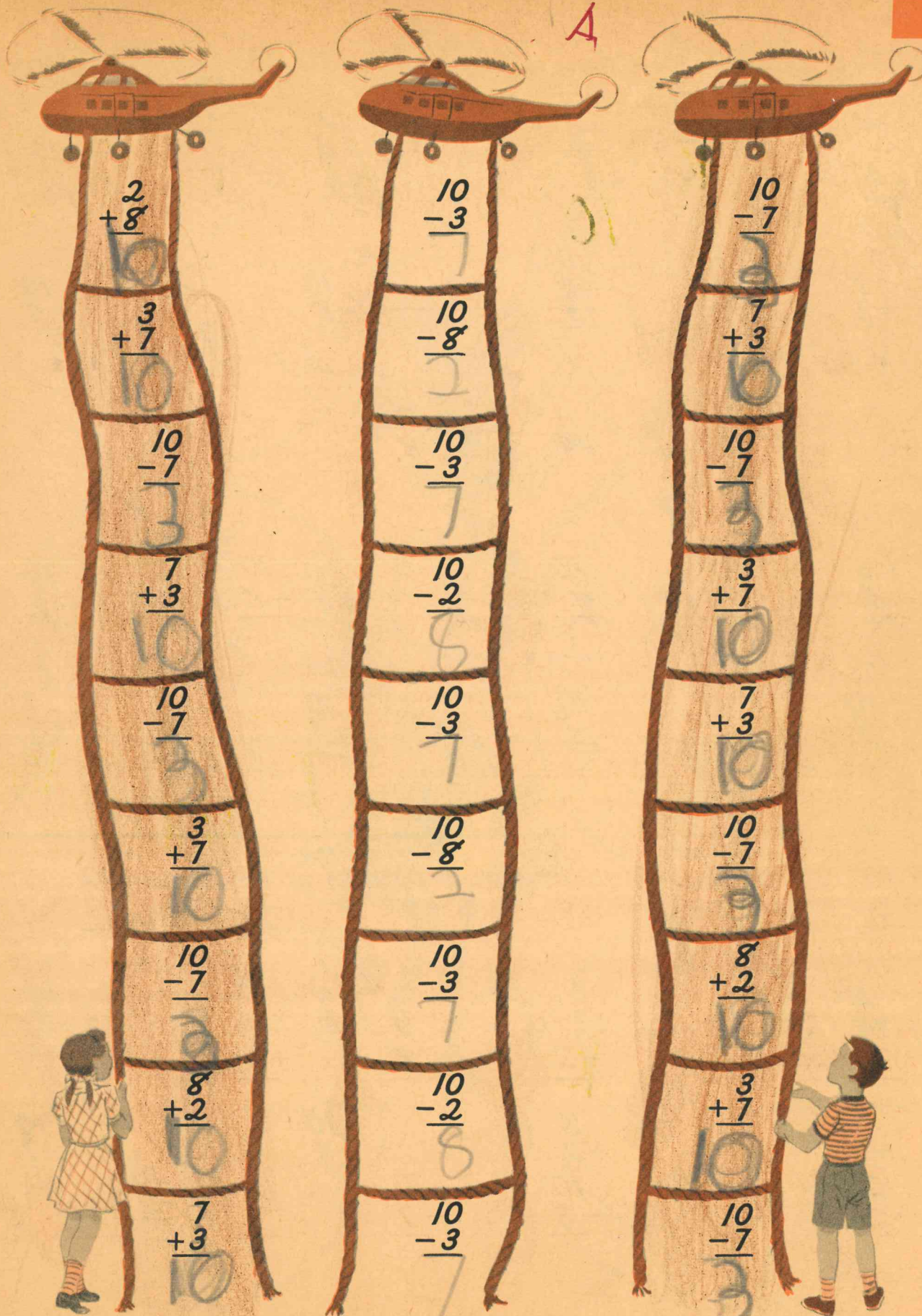
POOR

FAIR

GOOD

PURPOSE: Test on dissociated facts. For detailed lesson plan, see Handbook B.

TEACHER: How many are 7 kites and 3 kites? 2 pin wheels and 8 pin wheels are how many pin wheels? Who can say all the stories in the top row? (etc.) Color yellow all answers of 10.



PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Who will be the first to get a helicopter ride? Who can go up and down without a mistake? (etc.) Color brown answers of 10 or 3.

0-19

POOR

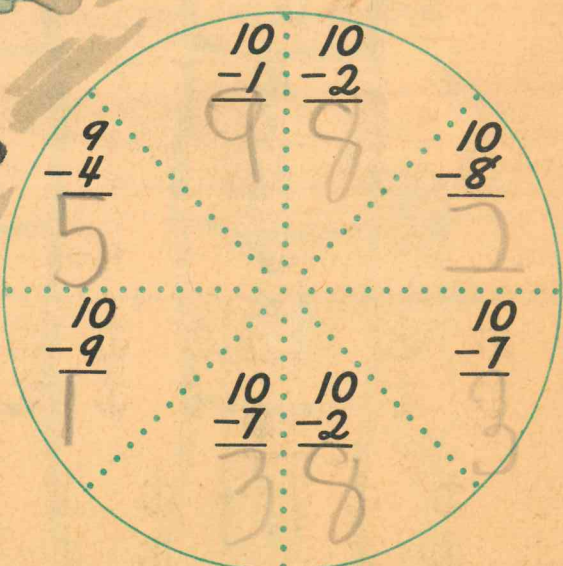
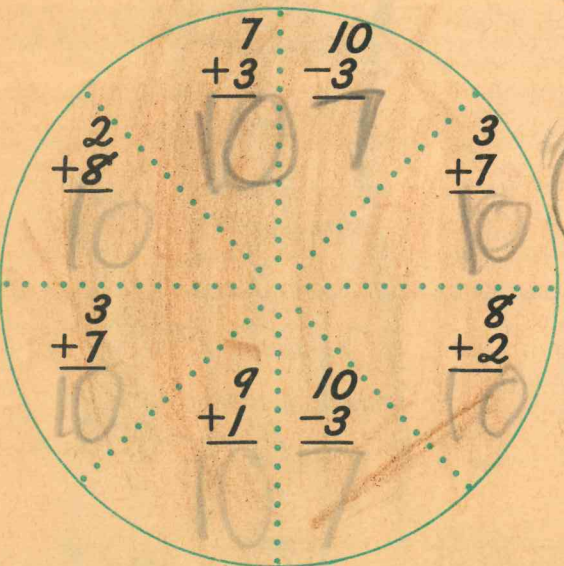
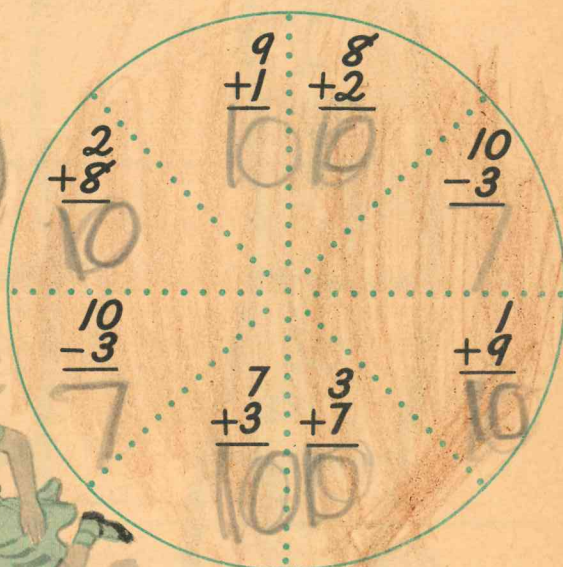
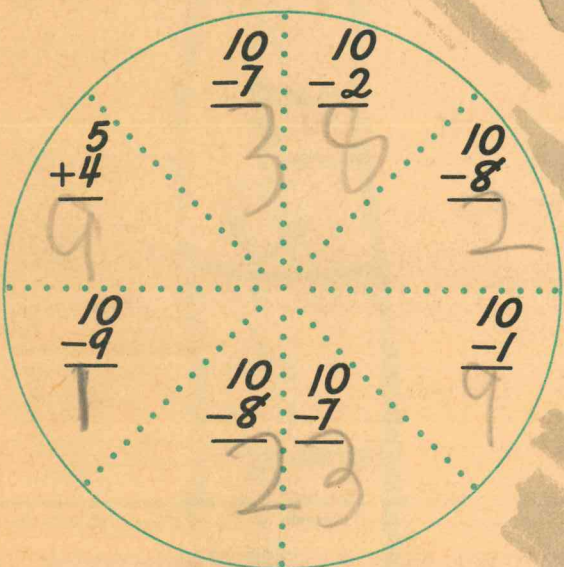
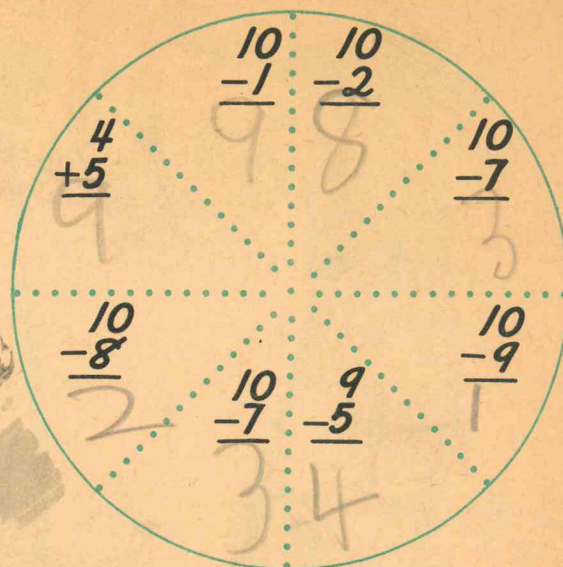
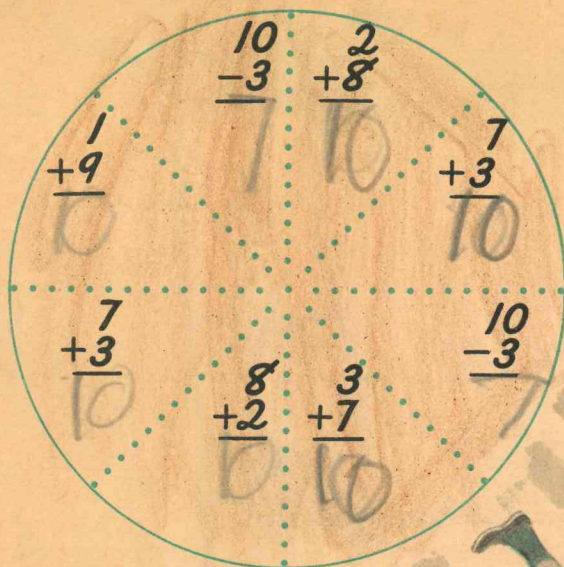
20-25

FAIR

26-27

GOOD

A



0-33

POOR

34-43

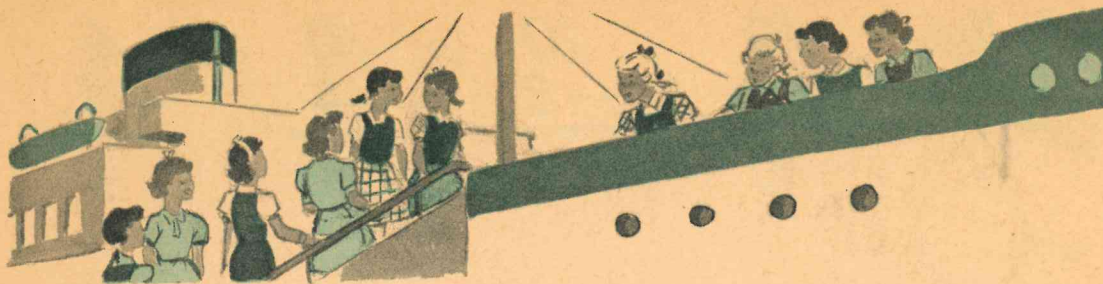
FAIR

44-48

GOOD

PURPOSE: Test on some 9's and 10's. For detailed lesson plan, see Handbook B.

TEACHER: Who can help make the hoops go around? Start with the first one. Color brown all answers of 7 or 10.



$$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$$

six and four are 10



$$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array} \quad \begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$$

four and six are 10



$$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

four from ten are 6



$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array} \quad \begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$$

six from ten are 4

$\begin{array}{r} \uparrow \uparrow \\ \uparrow \uparrow \\ + 6 \\ \hline 10 \end{array}$	$\begin{array}{r} \uparrow \uparrow \uparrow \\ \uparrow \uparrow \uparrow \\ + 4 \\ \hline 10 \end{array}$	$\begin{array}{r} \uparrow \uparrow \uparrow \\ \uparrow \uparrow \uparrow \\ - 4 \\ \hline 6 \end{array}$	$\begin{array}{r} \uparrow \uparrow \uparrow \\ \uparrow \uparrow \uparrow \\ - 6 \\ \hline 4 \end{array}$
$\begin{array}{r} \uparrow \uparrow \uparrow \\ \uparrow \uparrow \uparrow \end{array}$	$\begin{array}{r} \uparrow \uparrow \\ \uparrow \uparrow \end{array}$	$\begin{array}{r} \uparrow \uparrow \\ \uparrow \uparrow \end{array}$	$\begin{array}{r} \uparrow \uparrow \\ \uparrow \uparrow \end{array}$

PURPOSE: Development of the 6 + 4 unit. For detailed pre-book development, see Handbook B.

TEACHER: How many children do you see in the first box? How many are on deck? How many more are coming? Read the story about them. (etc.)

0-10

11-13

14-16

POOR

FAIR

GOOD



$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$$

0-26

POOR





































27-30

FAIR

31-33

GOOD

PURPOSE: Drill on the newly developed unit with a review of other difficult facts. For detailed lesson plan, see Handbook B.
 TEACHER: One of these planes will fly to Alaska. Be sure you have the lucky one correct. Color blue the answers of 3 or 10.

 $\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$	 $\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	 $\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	 $\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$	 $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	 $\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$
 $\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	 $\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$	 $\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$	 $\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	 $\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	 $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$
 $\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	 $\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$
 $\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$
 $\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	 $\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	 $\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	 $\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$
 $\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	 $\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	 $\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$	 $\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$

PURPOSE: Remedial drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: How many dots on the first domino? below? above? Say the story. (Always begin with the whole group and then sub-groups.) Color blue answers of 2, 3, 7, 8.

0-24

POOR

25-31

FAIR

32-36

GOOD

$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 
$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 
$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$ 
$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 
$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 
$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 	$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$ 	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$ 
$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$ 	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$ 	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$ 

0-27

POOR

28-34

FAIR

35-42

GOOD

PURPOSE: Test on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: How many are 6 rabbits and 4 rabbits? 6 stars from 10 stars are how many? Who can say all the stories in the top row? Who can say them faster? (etc.) You may color blue all answers of 4 or 10.



4
.....

6
.....

4
.....

6
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4
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6
.....

7
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3
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3
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7
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3
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7
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3
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7
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6
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4
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4
.....

6
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4
.....

6
.....

PURPOSE: Drill on difficult facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Whose pony will win the race? Try the first row. Try the second row. (etc.) Color brown all ponies having answers of 4 or 6.

0-13

POOR

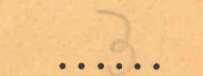
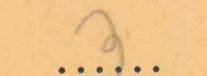
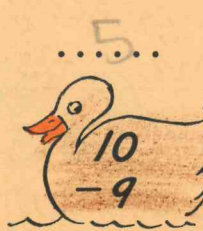
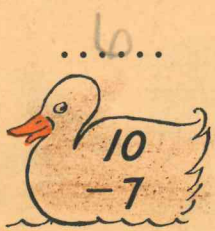
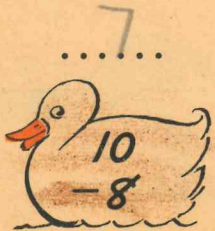
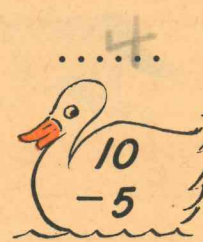
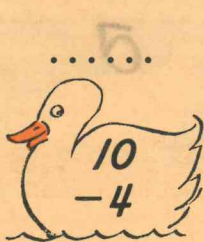
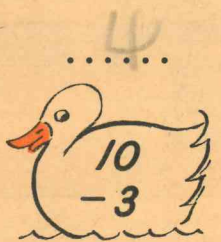
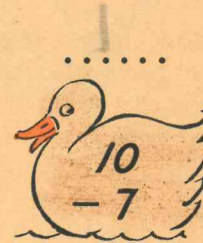
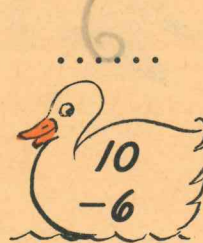
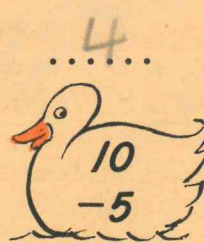
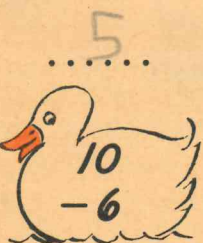
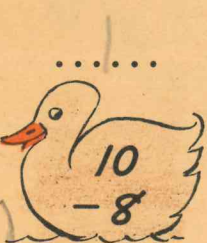
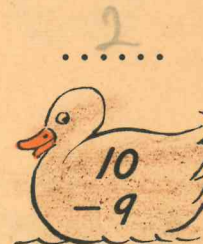
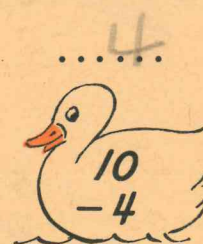
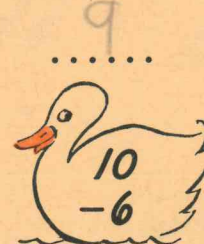
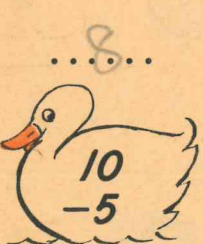
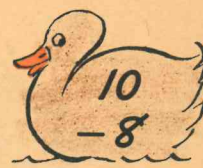
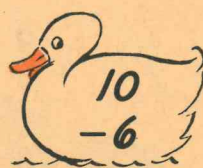
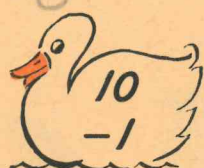
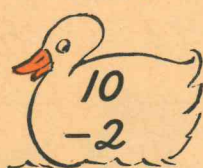
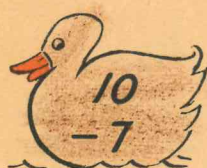
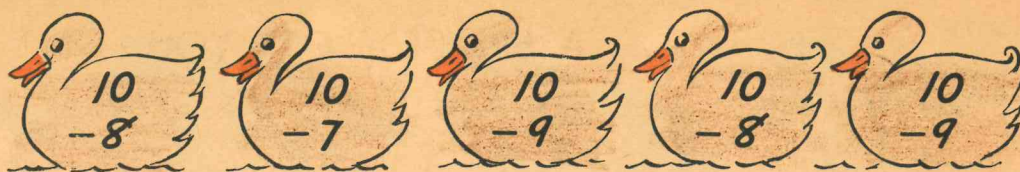
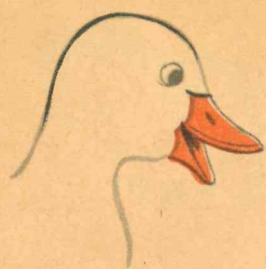
14-17

FAIR

18-20

GOOD

A



0-20

POOR

21-26

FAIR

27-30

GOOD

PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: The mother duck is calling her little ones. Each little duck has a number name. You must write it. What is the first one's name? (etc.) Color brown all answers of 1, 2 and 3.

A BIG TEST FOR YOU

$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$

PURPOSE: Speed test on all facts through 10. For detailed lesson plan, see Handbook B.

TEACHER: This looks like an easy test. It is easy if you think. Try to get them all correct. (After three minutes, have all circle the last answer they wrote and continue until they finish.) Color green all answers of 7 and 9.

0-72

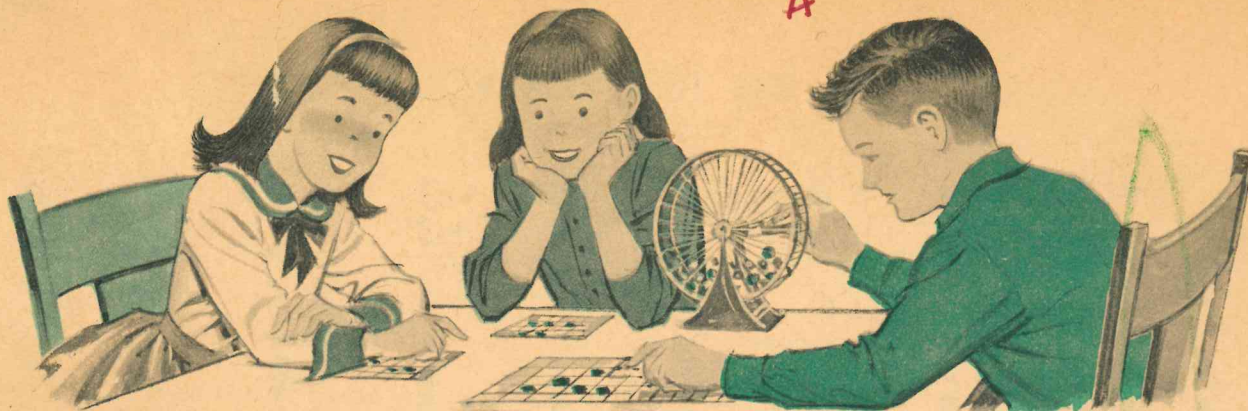
POOR

73-82

FAIR

83-90

GOOD



$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$
$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$
$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$
$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$
$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	Lucky	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$
$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$
$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$
$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$

0-39

40-49

50-64

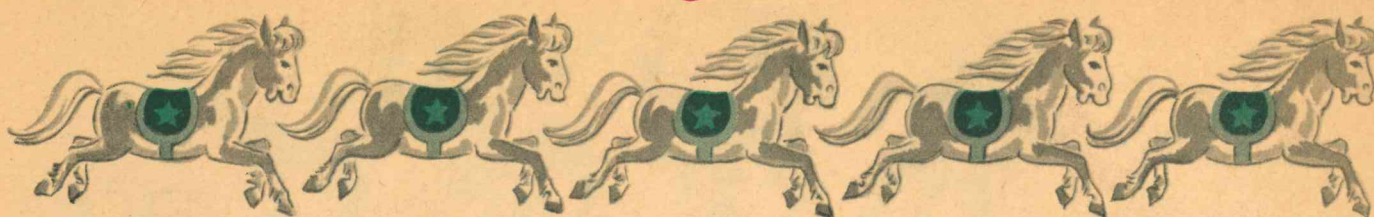
POOR

FAIR

GOOD

PURPOSE: Final test and motivated repetition of difficult facts to promote permanent retention. For detailed lesson plan, see Handbook B.

TEACHER: Who will win the Lucky Game? First write all the answers. Then find the lucky row with all answers alike. You will not win if all the answers are not written. Color green the row that has all answers alike.



fifth

fourth

third

second

first



first



second



third



fourth



fifth



fifth



third



first



second



fourth



third



fourth



fifth



second



first



first



fifth



third



fourth



second



fourth



first



fifth



third



second

PURPOSE: Drill on ordinals to the fifth going toward the right. For detailed lesson plan, see Handbook B.

TEACHER: How many ponies do you see at the top? What is the word under the first pony? What is the second word? third word? (etc.) Look at the row of chicks. Which one is different? Is that chick first? Find the word *first* and draw a red ring around it. (etc.)

0-2

POOR

3-4

FAIR

5

GOOD

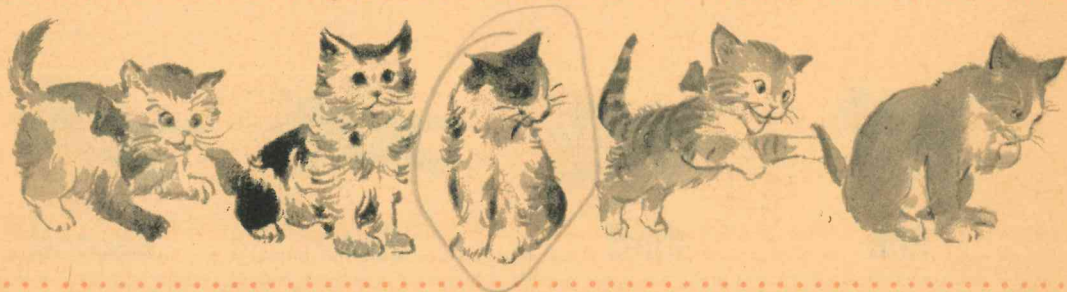
fifth



fourth



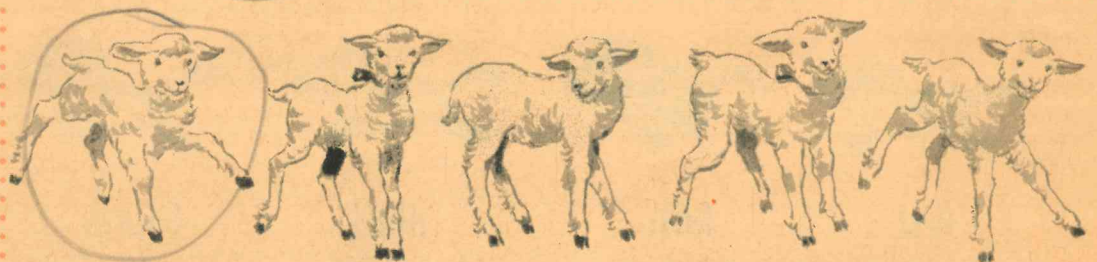
third



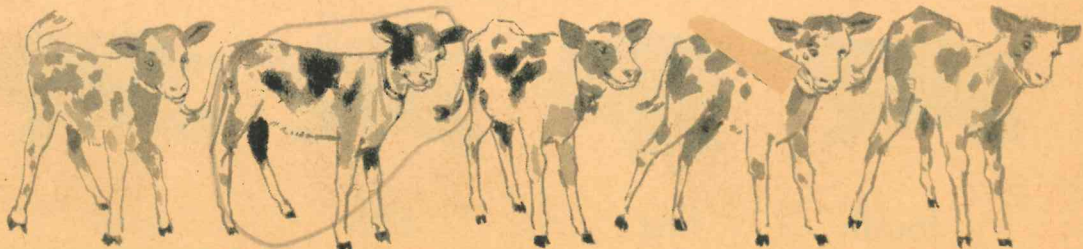
second



first



second



0-3

POOR

4-5

FAIR

6

GOOD

PURPOSE: Test on ordinal names to the fifth. For detailed lesson plan, see Handbook B.

TEACHER: How many little skunks are in the first box? Point to the first; second; third; fourth; fifth. What is the word in the box before the first skunk? Find the fifth little skunk. Draw a red ring around it. (etc.)



1¢

1 cent



5¢

5 cents



5¢

1 nickel 5 cents



David



Ann



Carol



John



Mary



Tom



PURPOSE: Development of the concept of a cent and a nickel. For detailed pre-book development, see Handbook B.

TEACHER: What do you see at the top? on the left? in the middle? on the right? Which is more, a nickel or five cents? Put your finger on David. Has he more than a nickel? See the box at the end. Color it orange if the girl or boy has more than a nickel. (etc.)

0-3

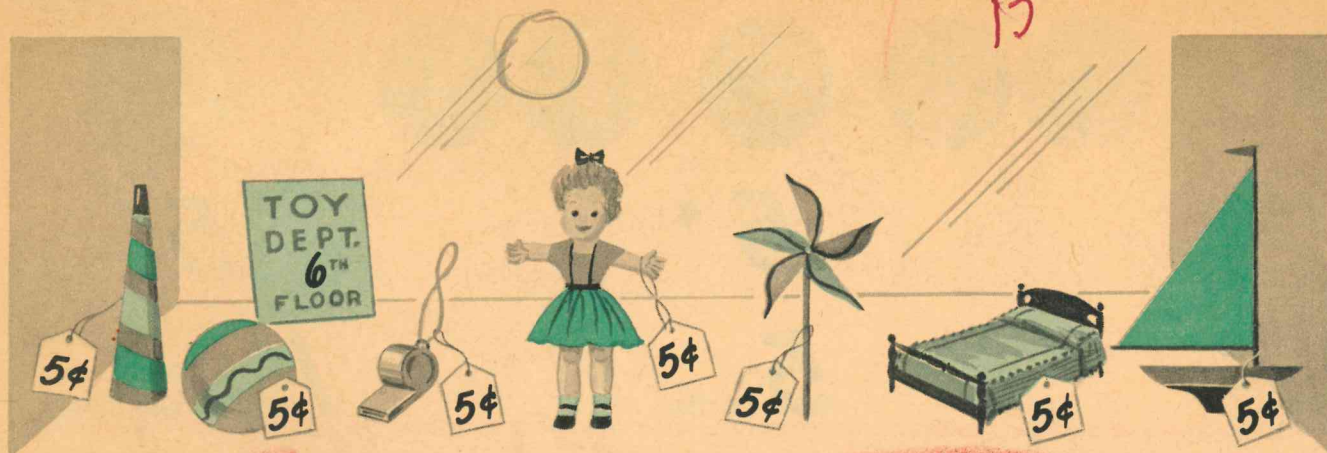
POOR

4-5

FAIR

6

GOOD



0-8

POOR

9-12

FAIR

13-14

GOOD

PURPOSE: Drill on the concept of more and less than a nickel. For detailed lesson plan, see Handbook B.

TEACHER: What toys do you see in the store window? What does each one cost? Look at the first little box below the store window. What is in it? What does it cost? Is there more or less than a nickel in that row? Draw a line around five cents in every row that has at least a nickel. In the little boxes write the number of cents you will have left in each row.



10 cents

10 cents

10 cents

1 dime



13
12
14
15

PURPOSE: Development of the concept of a dime and its relation to nickels and cents. For detailed pre-book development, see Handbook B.

TEACHER: What do you see at the top left? middle? right? How much is each group worth? Now point to Mary. Does she have more or less than a dime? If she has more, write the number of cents she has more than a dime. (etc.)

0-3	4-5	6
POOR	FAIR	GOOD

A

HOP

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

4

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

4

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

7

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

4

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

8

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

4

HOP

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

8

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

1

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

3

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

3

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

1

HOP

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

9

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

6

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

4

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

7

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

4

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

7

HOP

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

6

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

2

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

5

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

2

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

6

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

2

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

1

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

5

HOP

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

6

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

1

$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

5

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

2

$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$

2

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

3

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

3

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

5

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

1

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

3

0-24

POOR

25-31

FAIR

32-36

GOOD

PURPOSE: Further drill on difficult facts. For detailed lesson plan, see Handbook B.

TEACHER: Who wants to work the first hopscotch? Who else? Who can do it faster? Color answers of 1, 2, 3, 5 green.



10 cents



1 ten



1 dime



2 tens



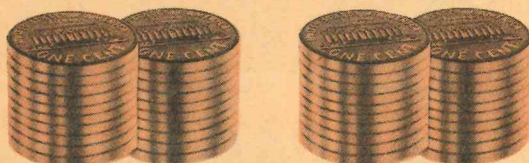
4 tens



3 tens



5 tens



4 tens



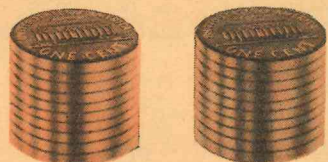
3 tens



5 tens



4 tens



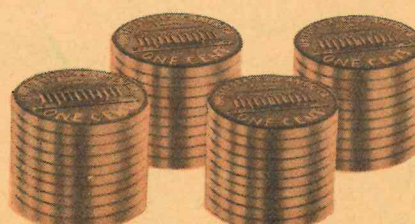
2 tens



6 tens



5 tens



4 tens

PURPOSE: Concept of a dime as a ten. For detailed pre-book development, see Handbook B.

TEACHER: What money do you see at the top? Which group means more? Is 1 ten as much as 1 dime or 10¢? How many tens do you see in the first box? Where will you write that 2? (etc.)

0-7

POOR

8-10

FAIR

11-12

GOOD

TREASURE CAVE



$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$
$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$
$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$
$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$
$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$
$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$
$\begin{array}{r} 10,000 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$

0-33

POOR

34-43

FAIR

44-48

GOOD

PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Help the boys find the treasure. Write all the answers and then take an orange crayon and draw a line from the door of the cave through all the boxes with answers of 10 until you reach the bag of money.



10¢

20¢

30¢

40¢

50¢



= 1 ten

10¢

is

10¢



+



=

.....tens

10¢

and

10¢

are

¢



+



+



=

.....tens

10¢

and

10¢

and

10¢

are

¢



+



+



+



=

.....tens

10¢

and

10¢

and

10¢

and

10¢

are

¢



+



+



+



+



=

.....tens

10¢

and

10¢

and

10¢

and

10¢

and

10¢

are

¢

PURPOSE: Multiple counting by tens. For detailed lesson plan, see Handbook B.

TEACHER: What numbers do you see at the top? Those first numbers, 1, 2, 3, 4, 5, tell how many tens or dimes. We read them like ten cents, twenty cents, thirty cents, etc. Read the numbers. What coins do you see in the first box? Read what it says: 1 dime = 1 ten or 10¢ is 10¢. How many cents is 1 dime or 1 ten? You will write 10 in that little box on the right. (etc.)

0-8

POOR

9-11

FAIR

12-13

GOOD

B

1 ten



10

= 10

2 tens



20

20

= 20

3 tens



30

30

30

= 30

4 tens



40

40

40

40

= 40

5 tens



50

50

50

50

50

= 50



10¢

20¢

30¢

40¢

50¢

10

10

20

30

40

50

10

20

30

40

50

0-4

5-6

7-8

POOR

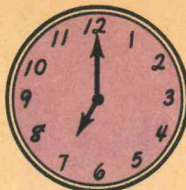
FAIR

GOOD

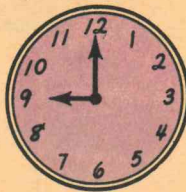
PURPOSE: Meaningful drill on tens. For detailed lesson plan, see Handbook B.

TEACHER: How many dots in the domino in the first box? We call such a domino 1 ten. 1 ten is the same as 10. You will write 10 under that domino. How many dots will 2 tens make? 20, because 10 and 10 are 20. You will count by 10's and write those numbers under the dominoes and 20 at the end. (etc.)

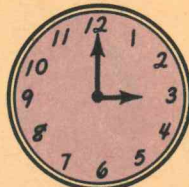
A



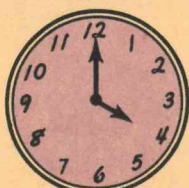
.....7 o'clock



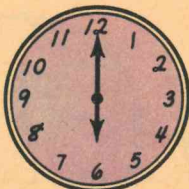
.....9 o'clock



.....3 o'clock



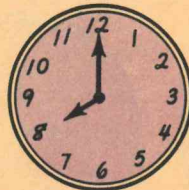
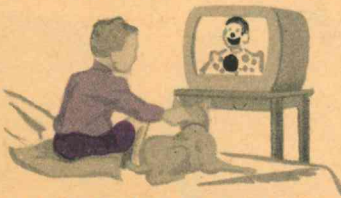
.....4 o'clock



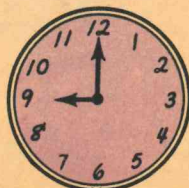
.....6 o'clock



.....7 o'clock



.....8 o'clock



.....9 o'clock

PURPOSE: Development of the even hour. For detailed pre-book development, see Handbook B.

TEACHER: What is David doing in the first picture? What time does he get up? Where will you write that? What is he doing in the second picture? (etc.)

0-4

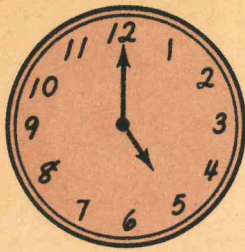
POOR

5-6

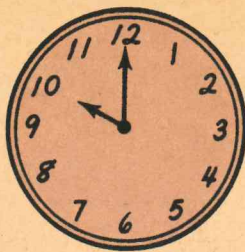
FAIR

7-8

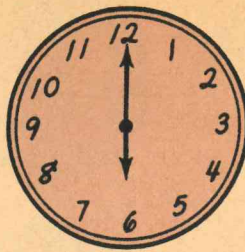
GOOD



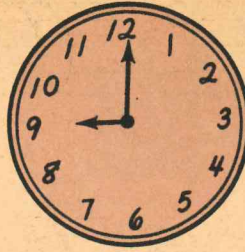
5 o'clock



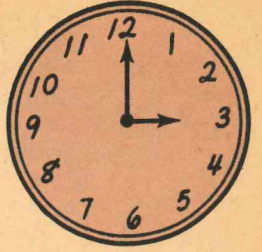
10 o'clock



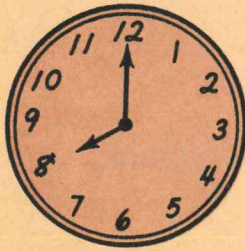
6 o'clock



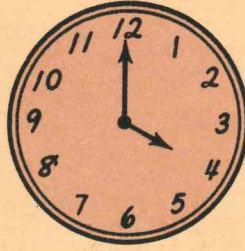
9 o'clock



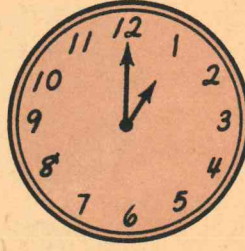
3 o'clock



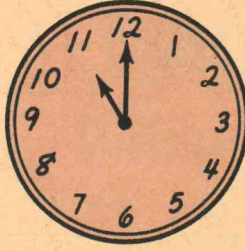
8 o'clock



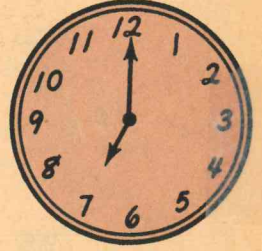
4 o'clock



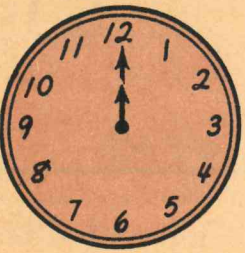
1 o'clock



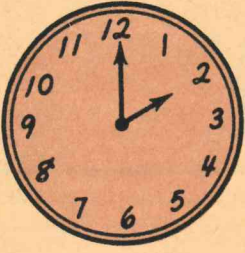
11 o'clock



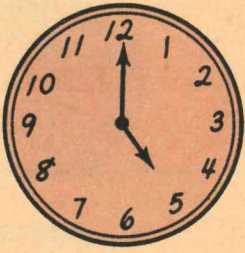
7 o'clock



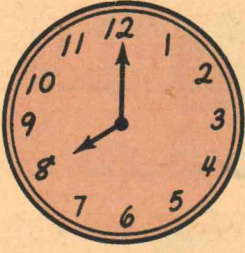
12 o'clock



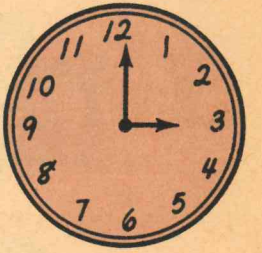
2 o'clock



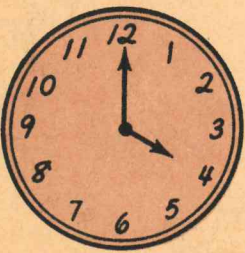
5 o'clock



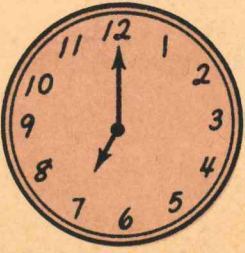
8 o'clock



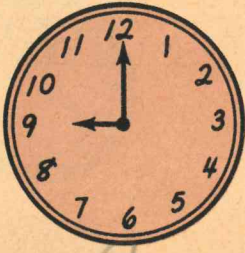
3 o'clock



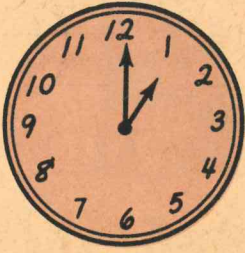
4 o'clock



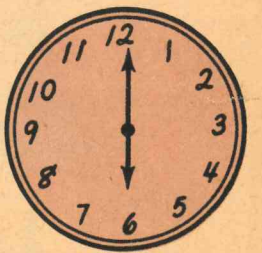
7 o'clock



9 o'clock



1 o'clock



12 o'clock

0-13

POOR

14-17

FAIR

18-20

GOOD

PURPOSE: Review of the even hour. For detailed lesson plan, see Handbook B.

TEACHER: Can you tell the time on these clocks? Who will try the first row? (etc.)

A

3

tens



10

20

30

5

tens



10

20

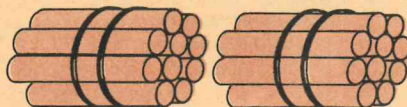
30

40

50

2

tens

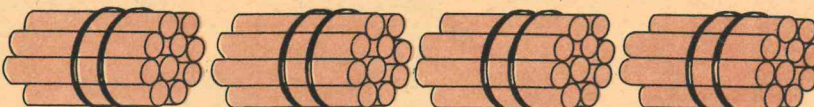


10

20

4

tens



10

20

30

40

3

tens



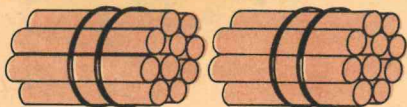
10

20

30

2

tens

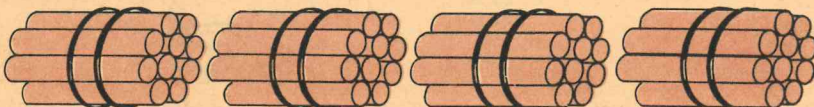


10

20

4

tens



10

20

30

40

5

tens



10

20

30

40

50

PURPOSE: Further drill on the meaning of tens. For detailed lesson plan, see Handbook B.

TEACHER: How many bundles of ten sticks do you see in the first box? Count the sticks by 10's. You will write 10, 20, 30 under the bundles and the whole number (30) at the end. (etc.)

0-4

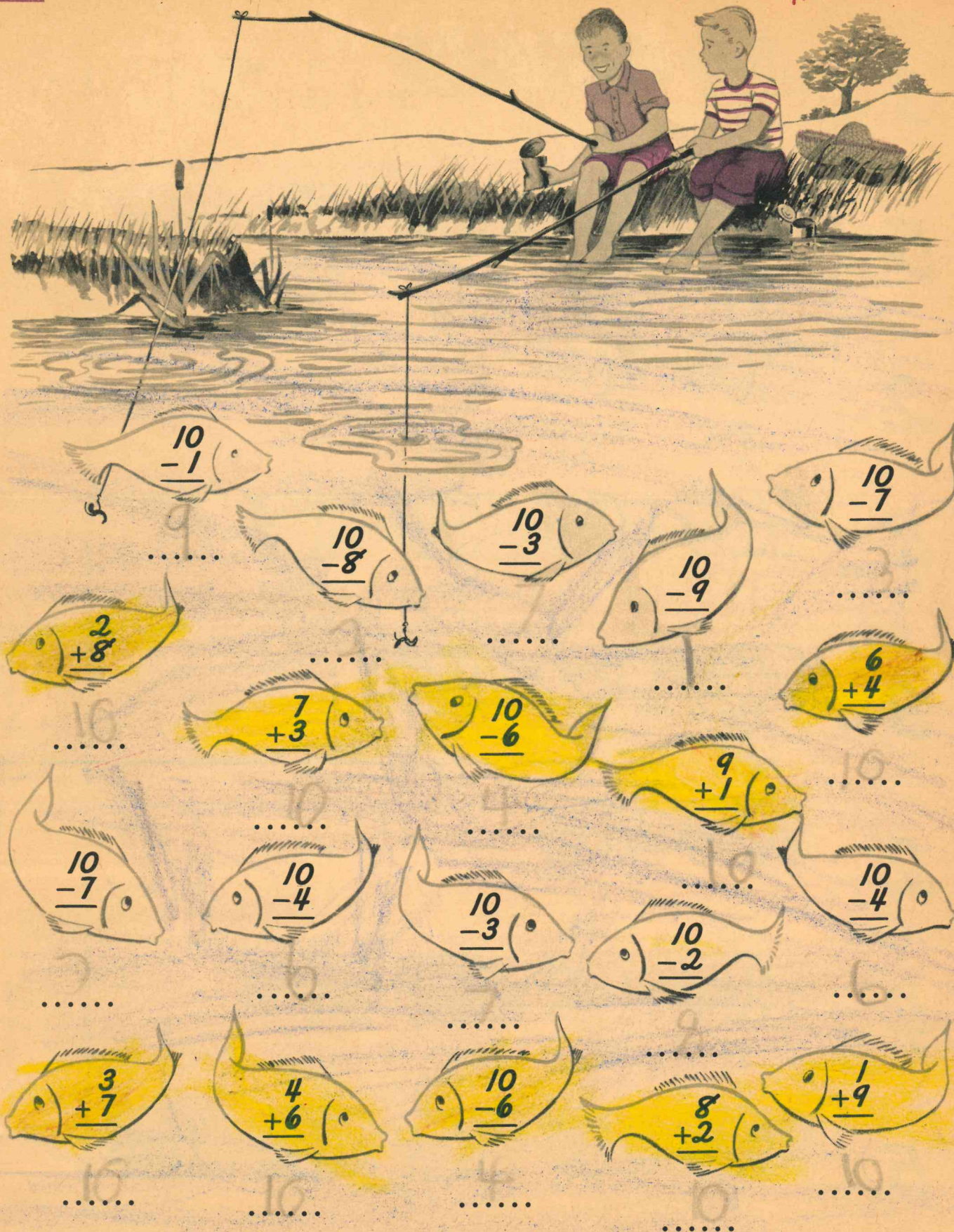
POOR

5-6

FAIR

7-8

GOOD



0-13

POOR

14-17

FAIR

18-20

GOOD

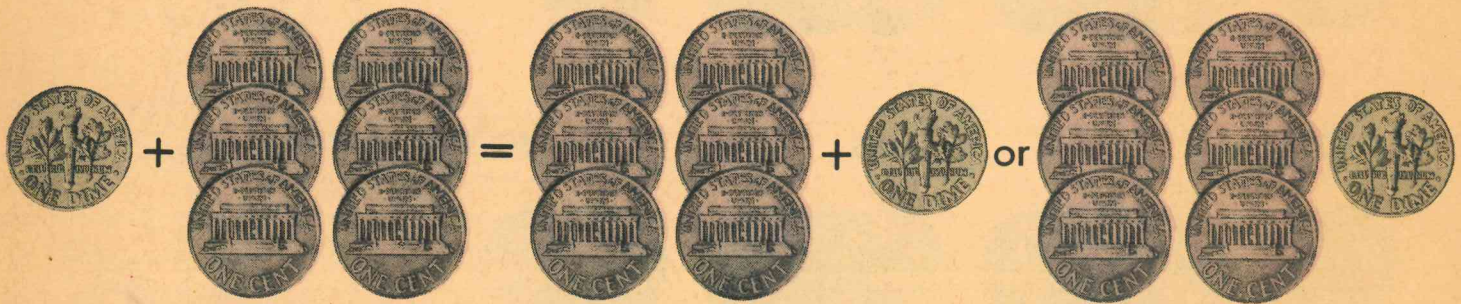
PURPOSE: Motivated drill on facts of 10. For detailed lesson plan, see Handbook B.

TEACHER: Help these boys catch all the fish. Who wants to start? You will write the answer on the dotted line. Color yellow those fish with answers of 4 or 10.

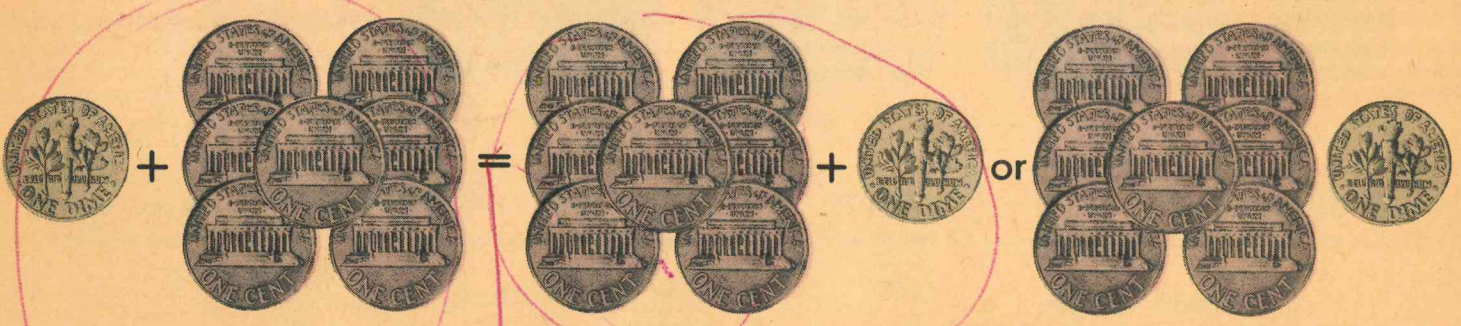
Teen is "ten and" "and ten" is Teen



ten and four are...14...and...10...or fourteen



ten and...~~6~~...are...16...and...10...or...ten...teen



...10...and...7...are...7...and...10...or...17...

PURPOSE: Development of the meaning of TEEN. For detailed pre-book development, see Handbook B.
TEACHER: Read what it says at the top. If you leave one "e" out, what would the word be? It means just that. Read the story the coins show: 10 and 4 are 4 and 10 or fourteen. (etc.)

0-7	8-9	10-11
POOR	FAIR	GOOD



14¢

1 dime and

4 cents

are fourteen cents

1 4
.....
dime cents

16¢

1 dime and

6 cents

are sixteen cents

16
.....
dime cents

17¢

1 dime and

7 cents

are seventeen cents

17
.....
dime cents

18¢

1 dime and

8 cents

are eighteen cents

18
.....
dime cents

19¢

1 dime and

9 cents

are nineteen cents

19
.....
dime centsfourteen cents

..... 14¢

eighteen cents

..... 18¢

sixteen cents

..... 16¢

nineteen cents

..... 19¢

nineteen cents

..... 19¢

seventeen cents

..... 17¢

0-8

9-12

13-14

POOR

FAIR

GOOD

PURPOSE: Remote preparation for the development of place value of teen numbers. For detailed lesson plan, see Handbook B.

TEACHER: How much money at the top? How do you know without counting? Read the story below the money. How many dimes? How many cents? Ten and four or four and ten are fourteen. See the 14¢ in the box? Which number tells you how many dimes or tens? Which tells you how many cents or ones? (etc.)

TRICKY TEENS

A



+ =

eleven

dime

cent



+ =

twelve

dime

cents



+ =

thirteen

dime

cents



+ =

fifteen

dime

cents



+ =

10¢ 11¢

dime

cent



+ =

10¢

dime

cents



+ =

10¢

dime

cents



+ =

10¢

dime

cents

PURPOSE: Development of the TRICKY TEENS. For detailed lesson plan, see Handbook B.

TEACHER: Here are some tricky teens. You do not hear the cents' number in any of them. You do not hear even the teen in some of them. How many cents do you see in the first line? And how many tens? Ten and one or one and ten are eleven. (etc.)

0-4

POOR

5-6

FAIR

7-8

GOOD



10¢ 11 12 13 14 15 16 17 18 19

1 9
.....
dime cents



10¢ 11 12 13

1 3
.....
dime cents



10¢ 11

1 1
.....
dime cent



10¢ 12 13

1 5
.....
dime cents



10¢

1 2
.....
dime cents



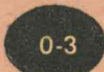
10¢

1 7
.....
dime cents



10¢

1 9
.....
dime cents



POOR



FAIR



GOOD

PURPOSE: Serial placement of the teen numbers. For detailed lesson plan, see Handbook B.

TEACHER: Read what is in the Teen Dictionary at the top. One dime and nine cents are? What will one dime and three cents be? one dime and one cent? (etc.) Write the teen numbers below.

B

13¢



2



15¢



1



11¢



4



19¢



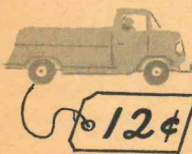
X



17¢



2



12¢



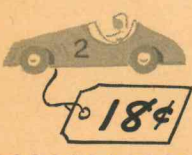
2



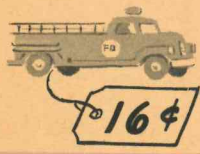
15¢



4



18¢



16¢



11

PURPOSE: Practical drill on teens. For detailed lesson plan, see Handbook B.

TEACHER: How much does that large balloon cost? Is there enough money in that row to buy it? Draw a ring around 13¢. How many cents are left? Put that 2 in the little box on the right. (etc.)

0-11

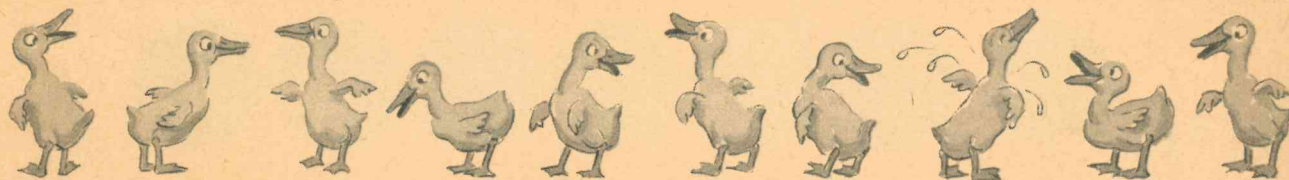
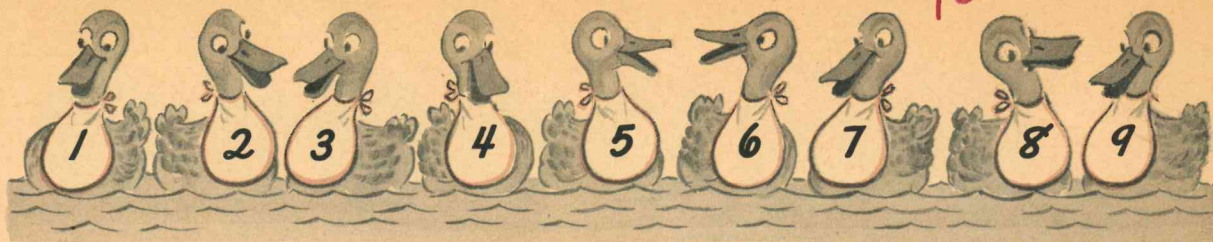
POOR

12-15

FAIR

16-18

GOOD



10 11 12 13 14 15 16 17 18 19

10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19

0-4

POOR

5-7

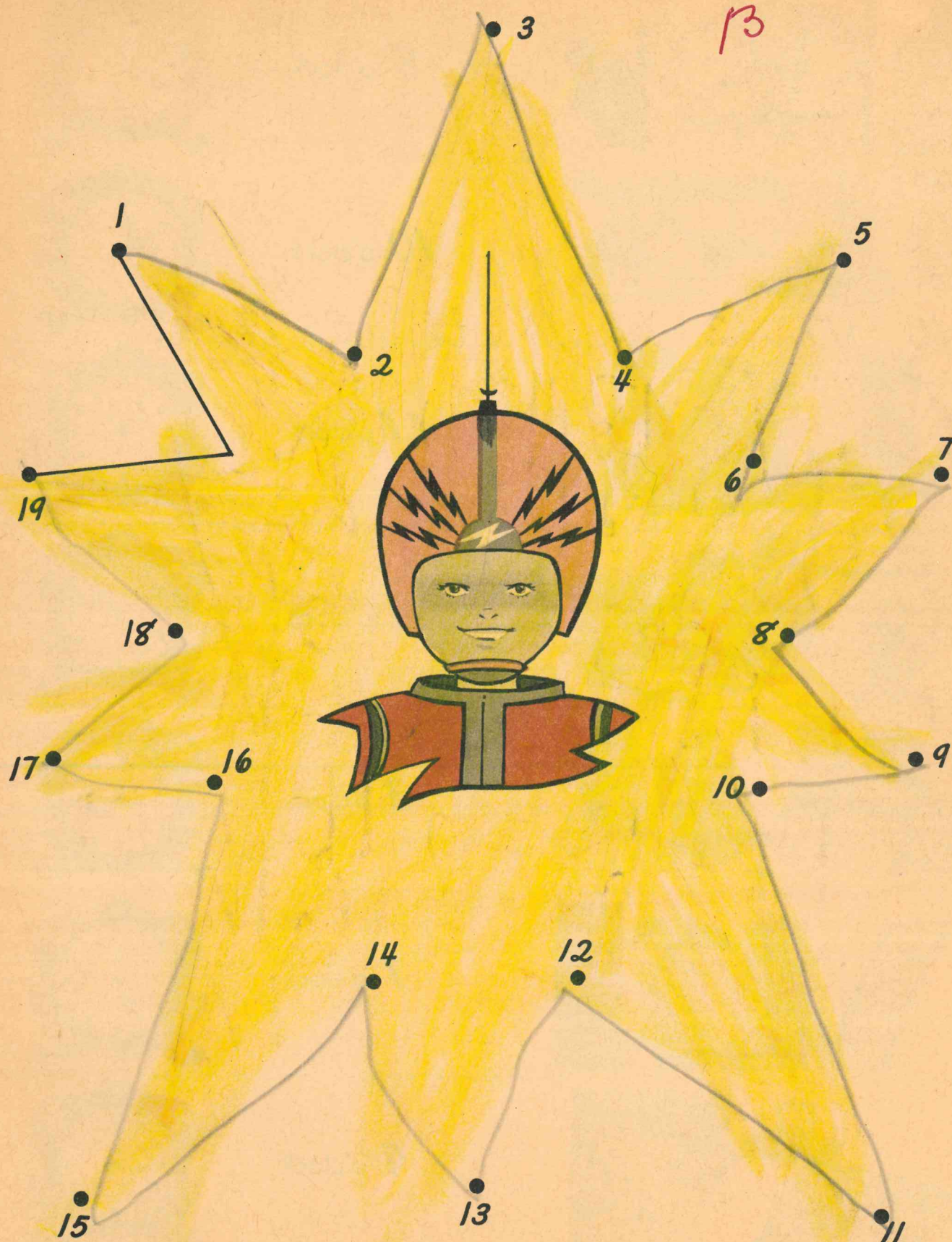
FAIR

8-9

GOOD

PURPOSE: Drill in writing teen numbers. For detailed lesson plan, see Handbook B.

TEACHER: Read the numbers on the big ducks. Read the numbers below the ducklings. These are the teen numbers. Say them as you write them below.



PURPOSE: Motivated device to test the sequence of teens. For detailed lesson plan, see Handbook B.

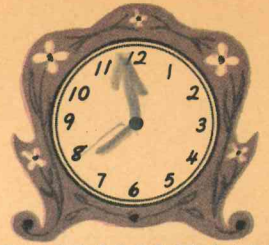
TEACHER: If you follow directions exactly, you will have a surprise. Find the number 1 and number 2. Draw a straight line connecting the two dots. Find the number 3. Draw a straight line connecting dot 2 and dot 3. (etc.) If you work the puzzle correctly, you may color it yellow.



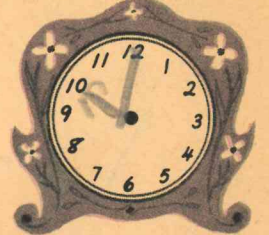
A



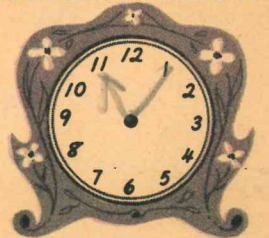
8 o'clock



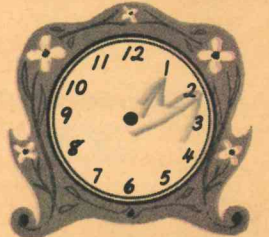
10 o'clock



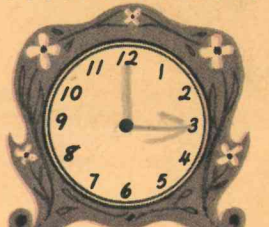
11 o'clock



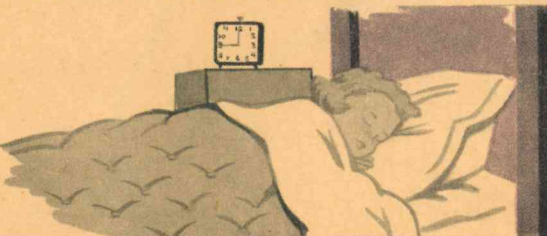
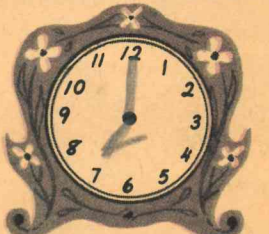
1 o'clock



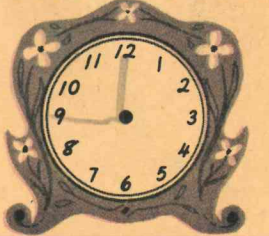
3 o'clock



7 o'clock



9 o'clock



0-3

POOR

4-5

FAIR

6-7

GOOD

PURPOSE: Review of time. For detailed lesson plan, see Handbook B.

TEACHER: What is wrong with the clocks on this page? Can you draw the hands where they belong? Read the time next to each clock. Where will the long hand always be? the short hand? What is Ann doing at 8 o'clock? (etc.)

H

ADDING DIMES



+



=



=

20¢

=

20
dimes cents

1 dime

+

1 dime

=

2 dimes



+



=



=

30¢

2 dimes

+

1 dime

=

3 dimes

=

30
dimes cents

+



=



=

40¢

3 dimes

+

1 dime

=

4 dimes

=

40
dimes cents

+



=



=

50¢

4 dimes

+

1 dime

=

5 dimes

=

50
dimes cents

PURPOSE: Zero as a place holder in preparation for two-digit addition. For detailed lesson plan, see Handbook B.

TEACHER: Read the story the dimes tell. Read what it says below the dimes. How many dimes in 20¢? How many cents in cents' place? What does the zero do? (etc.)

0-4

5-7

8-9

POOR

FAIR

GOOD



+

$$\begin{array}{r} 1 \text{ dime} \\ + 1 \text{ dime} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \text{ ten} \\ + 1 \text{ ten} \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{¢} \\ + 10 \text{¢} \\ \hline \end{array}$$



.....20..... dimes

.....20..... tens

.....20 ¢



+

$$\begin{array}{r} 1 \text{ dime} \\ + 2 \text{ dimes} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \text{ ten} \\ + 2 \text{ tens} \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{¢} \\ + 20 \text{¢} \\ \hline \end{array}$$



.....30..... dimes

.....30..... tens

.....30 ¢



+

$$\begin{array}{r} 1 \text{ dime} \\ + 3 \text{ dimes} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \text{ ten} \\ + 3 \text{ tens} \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{¢} \\ + 30 \text{¢} \\ \hline \end{array}$$



.....40..... dimes

.....40..... tens

.....40 ¢



+

$$\begin{array}{r} 1 \text{ dime} \\ + 4 \text{ dimes} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \text{ ten} \\ + 4 \text{ tens} \\ \hline \end{array}$$

$$\begin{array}{r} 10 \text{¢} \\ + 40 \text{¢} \\ \hline \end{array}$$



.....50..... dimes

.....50..... tens

.....50 ¢

0-7

POOR

8-10

FAIR

11-12

GOOD

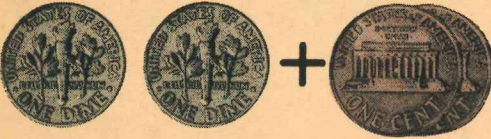
PURPOSE: Adding dimes and tens in preparation for the study of place value of two-digit numbers. For detailed lesson plan, see Handbook B.

TEACHER: Read the dimes story. Read the tens story. How much are 10¢ and 10¢? What does the 2 in 20¢ mean? What does the zero do? (etc.)



20

2 1 21¢
dimes cent



2 2 22¢
dimes cents



2 3 23¢
dimes cents



2 4 24¢
dimes cents



2 5 25¢
dimes cents



2 6 26¢
dimes cents



2 7 27¢
dimes cents



2 8 28¢
dimes cents



2 9 29¢
dimes cents

PURPOSE: Place value of numbers within the twenties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in the first row? How would you write that? What would the zero do? How many cents after the two dimes? How much together? (etc.)

0-10

POOR

11-13

FAIR

14-16

GOOD



$$10¢ + 4¢ = 14¢$$



$$20¢ + 4¢ = 24¢$$



$$10¢ + 3¢ = 13¢$$



$$20¢ + 3¢ = 23¢$$



$$10¢ + 8¢ = 18¢$$



$$20¢ + 8¢ = 28¢$$



$$10¢ + 6¢ = 16¢$$



$$20¢ + 6¢ = 26¢$$



$$10¢ + 9¢ = 19¢$$



$$20¢ + 9¢ = 29¢$$

0-4

5-7

8-9

POOR

FAIR

GOOD

PURPOSE: Relationship between numbers in the teens and the numbers in the twenties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes do you see in the first box? How many cents? Read the story below. Is the story next to it the same? Why not? Read that story. (etc.)

B



$$20¢ + 1¢ =$$

...2...1...
dimes cent



$$20¢ + 3¢ =$$

...2...3...
dimes cents



$$20¢ + 5¢ =$$

...2...5...
dimes cents



$$20¢ + 2¢ =$$

...2...2...
dimes cents



$$20¢ + 6¢ =$$

...2...6...
dimes cents



$$20¢ + 4¢ =$$

...2...4...
dimes cents



$$20¢ + 8¢ =$$

...2...8...
dimes cents



$$20¢ + 7¢ =$$

...2...7...
dimes cents



$$20¢ + 9¢ =$$

...2...9...
dimes cents

PURPOSE: Test on the meaning of numbers within the twenties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes do you see in the first box? How many cents is that? How many cents next to the two dimes? How much are 20¢ and 1¢? Twenty-one cents is the same as 2 dimes and 1 cent or 21¢. That's what you will write on those two lines. (etc.)

0-4

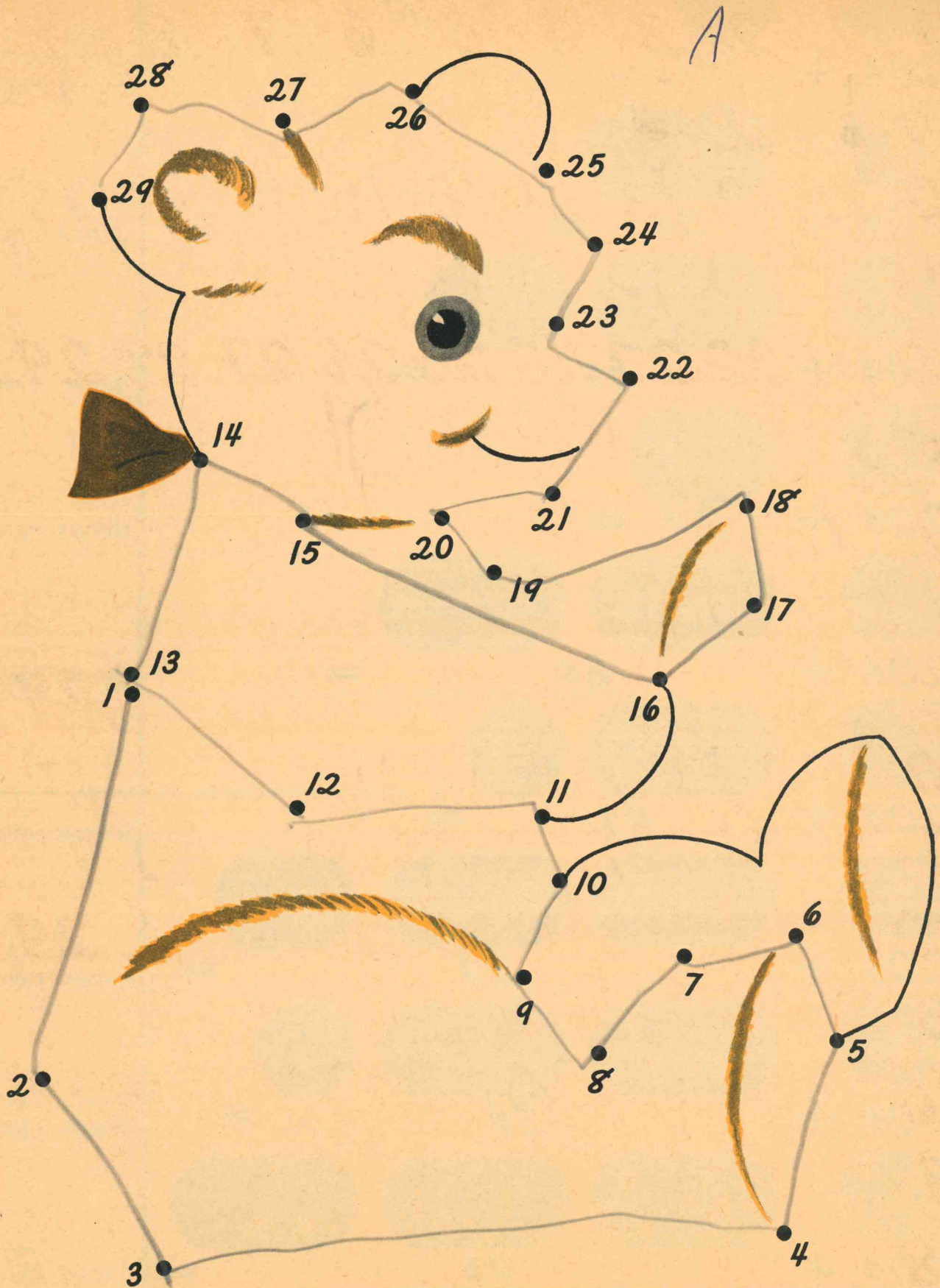
POOR

5-7

FAIR

8-9

GOOD



0-20	21-25	26-28
POOR	FAIR	GOOD

PURPOSE: Motivated device to test the ability to follow numbers from 1 through 29. For detailed lesson plan, see Handbook B.

TEACHER: If you have finished page 97, you may work the puzzle on this page. Draw straight lines from dot to dot; from number to number.

23

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
20	21	22	23	24	25	26	27	28	29

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
20	21	22	23	24	25	26	27	28	29

10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16
20	21	22	23	24	25	26	27	28	29
20	21	22	23	24	25	26	27	28	29
3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12
16	17	18	19	20	21	22	23	24	25
16	17	18	19	20	21	22	23	24	25
9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18
18	19	20	21	22	23	24	25	26	27
18	19	20	21	22	23	24	25	26	27

PURPOSE: Drill in writing numbers from 1 through 29. For detailed lesson plan, see Handbook B.

TEACHER: Read the numbers in the first group. Under each number you will write what you see above it. What numbers will you write in the first row? (etc.) In the next group you will write the numbers to 29. In the other rows begin with the first number.

0-7

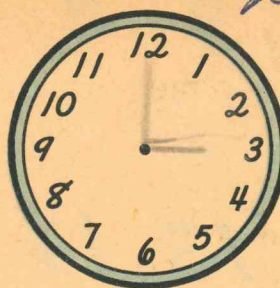
POOR

8-10

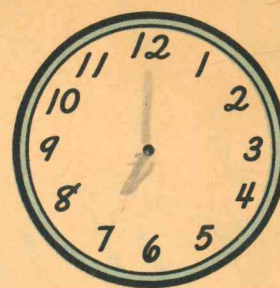
FAIR

11-13

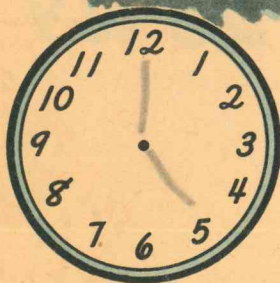
GOOD



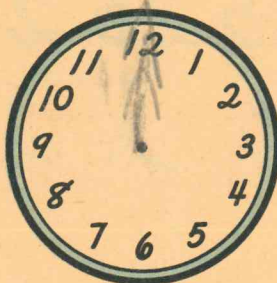
3 o'clock



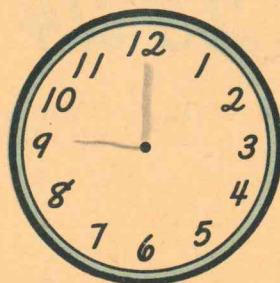
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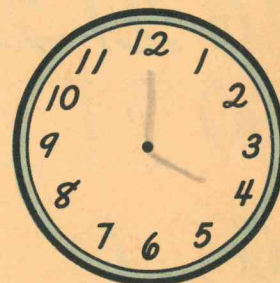
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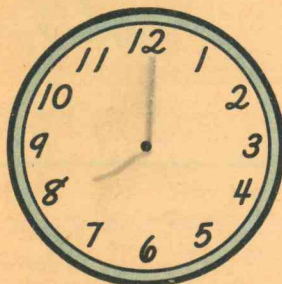
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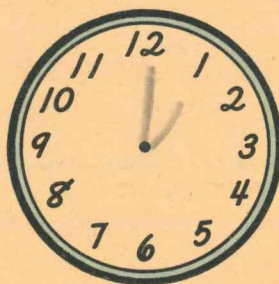
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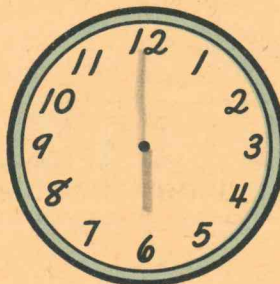
4 o'clock



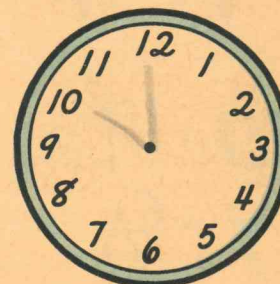
8 o'clock



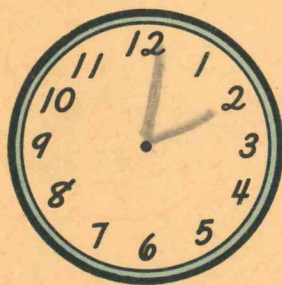
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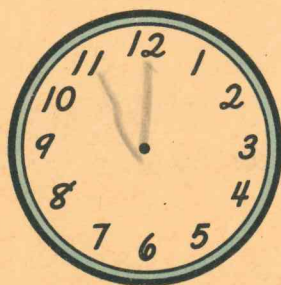
6 o'clock



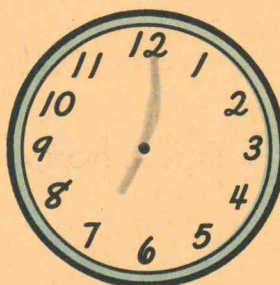
10 o'clock



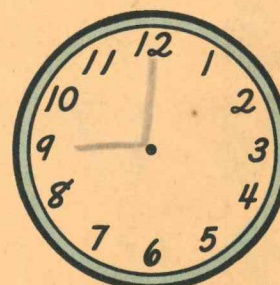
2 o'clock



11 o'clock



7 o'clock



9 o'clock

0-8

POOR

9-12

FAIR

13-14

GOOD

PURPOSE: Review of time. For detailed lesson plan, see Handbook B.

TEACHER: Jane is setting her watch. Can you set all the clocks to show the time below each? Make your hour hand very short and your minute hand very long.



.....dime from dimes =dime

$$\begin{array}{r} 20¢ \\ - 10¢ \\ \hline \end{array}$$



.....ten from tens = ten

$$\begin{array}{r} 10¢ \\ \hline \end{array}$$



.....dimes from dimes =dime

$$\begin{array}{r} 30¢ \\ - 20¢ \\ \hline \end{array}$$



.....tens from tens = ten

$$\begin{array}{r} 10¢ \\ \hline \end{array}$$



.....dimes from dimes =dime

$$\begin{array}{r} 40¢ \\ - 30¢ \\ \hline \end{array}$$



.....tens from tens =ten

$$\begin{array}{r} 10¢ \\ \hline \end{array}$$



.....dimes from dimes =dimes

$$\begin{array}{r} 50¢ \\ - 30¢ \\ \hline \end{array}$$



.....tens from tens =tens

$$\begin{array}{r} 20¢ \\ \hline \end{array}$$



.....dimes from dimes =dime

$$\begin{array}{r} 50¢ \\ - 40¢ \\ \hline \end{array}$$



.....tens from tens =ten

$$\begin{array}{r} 10¢ \\ \hline \end{array}$$



PURPOSE: Subtraction of dimes; zero as a place holder. For detailed lesson plan, see Handbook B.
TEACHER: How many dimes in the first box? How many are crossed out? How many are left? What are 1 dime from 2 dimes? Read the stories next to the dimes. (etc.)

0-8

POOR

9-12

FAIR

13-14

GOOD



$$\begin{array}{r} 3 \text{ dimes} \\ - 1 \text{ dime} \\ \hline 2 \text{ dimes} \end{array}$$

$$\begin{array}{r} 3 \text{ tens} \\ - 1 \text{ ten} \\ \hline 20 \text{ tens} \end{array}$$

$$\begin{array}{r} 30¢ \\ - 10¢ \\ \hline 20¢ \end{array}$$



$$\begin{array}{r} 5 \text{ dimes} \\ - 2 \text{ dimes} \\ \hline 3 \text{ dimes} \end{array}$$

$$\begin{array}{r} 5 \text{ tens} \\ - 2 \text{ tens} \\ \hline 3 \text{ tens} \end{array}$$

$$\begin{array}{r} 50¢ \\ - 20¢ \\ \hline 30¢ \end{array}$$



$$\begin{array}{r} 4 \text{ dimes} \\ - 2 \text{ dimes} \\ \hline 2 \text{ dimes} \end{array}$$

$$\begin{array}{r} 4 \text{ tens} \\ - 2 \text{ tens} \\ \hline 2 \text{ tens} \end{array}$$

$$\begin{array}{r} 40¢ \\ - 20¢ \\ \hline 20¢ \end{array}$$



$$\begin{array}{r} 5 \text{ dimes} \\ - 4 \text{ dimes} \\ \hline 1 \text{ dime} \end{array}$$

$$\begin{array}{r} 5 \text{ tens} \\ - 4 \text{ tens} \\ \hline 1 \text{ ten} \end{array}$$

$$\begin{array}{r} 50¢ \\ - 40¢ \\ \hline 10¢ \end{array}$$



$$\begin{array}{r} 5 \text{ dimes} \\ - 1 \text{ dime} \\ \hline 4 \text{ dimes} \end{array}$$

$$\begin{array}{r} 5 \text{ tens} \\ - 1 \text{ ten} \\ \hline 4 \text{ tens} \end{array}$$

$$\begin{array}{r} 50¢ \\ - 10¢ \\ \hline 40¢ \end{array}$$



0-8
POOR

9-12
FAIR

13-14
GOOD

PURPOSE: Subtraction of dimes and tens in preparation for double-digit subtraction. For detailed lesson plan, see Handbook B.
TEACHER: Look at the dimes. Read the number story they tell. Subtract the dimes. What are 10¢ from 30¢? What place does the zero hold? (etc.)



30¢

1

3

dimes

1

cent



30



12

3

dimes

2

cents



30



123

3

dimes

3

cents



30



1234

3

dimes

4

cents



30



12345

3

dimes

5

cents



30



123456

3

dimes

6

cents



30



1234567

3

dimes

7

cents



30



12345678

3

dimes

8

cents



30



123456789

3

dimes

9

cents

PURPOSE: Developing the meaning of numbers within the thirties. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes do you see? Count by 10's. What is the other coin? What will 30¢ and 1¢ be? You will write that number on the line. (etc.)

0-4

POOR

5-6

FAIR

7-8

GOOD



3...

30¢ and 2¢ are 32¢



30¢ and 4¢ are 34¢

30¢ and 3¢ are 33¢



30¢ and 1¢ are 31¢

30¢ and 5¢ are 35¢



30¢ and 8¢ are 38¢

30¢ and 6¢ are 36¢



30¢ and 7¢ are 37¢

30¢ and 9¢ are 39¢



0-6

POOR

7-8

FAIR

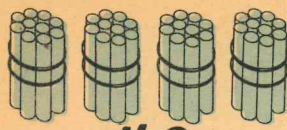
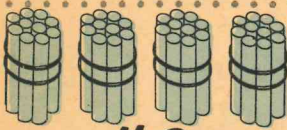
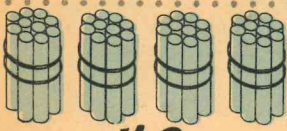
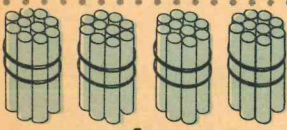
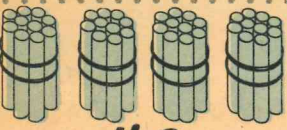
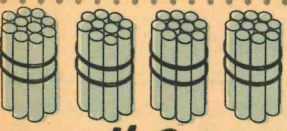
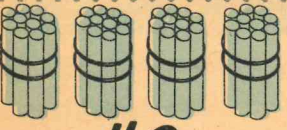
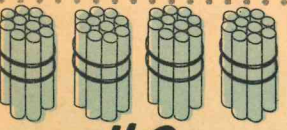
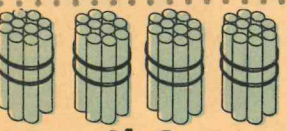
9-10


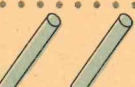
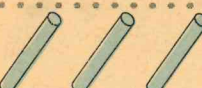
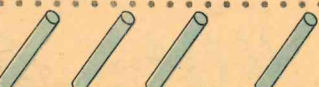


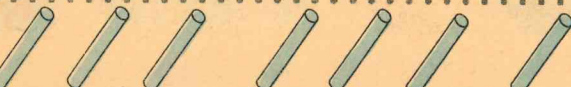
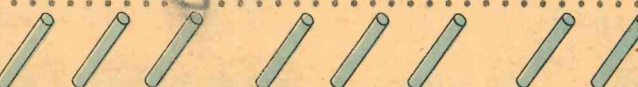
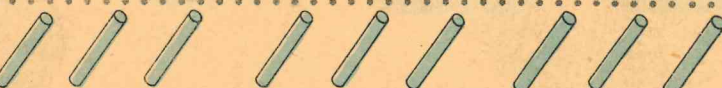
GOOD

PURPOSE: Mixed drill on dimes and cents within the thirties. For detailed lesson plan, see Handbook B.

TEACHER: Here are more 30's. How much money do you see in the first box? Why? How much in the second box? Why? Try to do all of them without counting.

23

 40
 40
 40
 40
 40
 40
 40
 40
 40

 1
 1 2
 1 2 3
 1 2 3 4
 1 2 3 4 5
 1 2 3 4 5 6
 1 2 3 4 5 6 7
 1 2 3 4 5 6 7 8
 1 2 3 4 5 6 7 8 9

4 tens	1 one
4	2
tens	ones
4	3
tens	ones
4	4
tens	ones
4	5
tens	ones
4	6
tens	ones
4	7
tens	ones
4	8
tens	ones
4	9
tens	ones

PURPOSE: Developing the meaning of numbers within the forties. For detailed lesson plan, see Handbook B.
TEACHER: What number comes after 39? How many sticks do you see in the first box? How do you know that there are 41? Do all of them without counting. (etc.)

0-4	5-6	7-8
POOR	FAIR	GOOD



40¢



40¢ and 5¢ are 45¢



40¢ and 4¢ are 44¢



40¢ and 1¢ are 41¢



40¢ and 8¢ are 48¢



40¢ and 3¢ are 43¢



40¢ and 2¢ are 42¢



40¢ and 9¢ are 49¢



40¢ and 7¢ are 47¢



40¢ and 6¢ are 46¢

0-6

7-8

9-10

POOR

FAIR

GOOD

PURPOSE: Test on numbers within the forties. For detailed lesson plan, see Handbook B.

TEACHER: Here are more 40's. How do you know that there are 40 in the first box? How much money do you see in the second box without counting? (etc.)

3

dimes

1

cent

.....

4

dimes

1

cent

.....

3

dimes

2

cents

.....

4

dimes

2

cents

.....

3

dimes

3

cents

.....

4

dimes

3

cents

.....

3

dimes

4

cents

.....

4

dimes

4

cents

.....

3

dimes

5

cents

.....

4

dimes

5

cents

.....

3

dimes

6

cents

.....

4

dimes

6

cents

.....

3

dimes

7

cents

.....

4

dimes

7

cents

.....

3

dimes

8

cents

.....

4

dimes

8

cents

.....

3

dimes

9

cents

.....

4

dimes

9

cents

.....

PURPOSE: Relationship between numbers in the thirties and forties and place value of dimes and cents. For detailed lesson plan, see Handbook B.

TEACHER: What number do you see in the dimes' box? cents' box? How much money altogether? Why? (etc.)

0-11

POOR

12-15

FAIR

16-18

GOOD

B

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
0	1	2	3	4	5	6	7	8	9
13	14	15	16	17	18	19	20	21	22
35	36	37	38	39	40	41	42	43	44
26	27	28	29	30	31	32	33	34	35
40	41	42	43	44	45	46	47	48	49
20	21	22	23	24	25	26	27	28	29
17	18	19	20	21	22	23	24	25	26
9	10	11	12	13	14	15	16	17	18

0-8

POOR

9-11

FAIR

12-13

GOOD

PURPOSE: Drill in writing numbers from 1 through 49. For detailed lesson plan, see Handbook B.

TEACHER: Read the first row of numbers. You will write them exactly that way in the empty boxes below those numbers. Now read the teen row; the twenty row; etc.



and



1 9
dime cents



and



1 10
dime cents



and



2 0
dime cents



and



2 9
dimes cents



and



2 10
dimes cents



and



3 0
dimes cents



and



3 9
dimes cents



and



3 10
dimes cents



and



4 0
dimes cents



and



4 9
dimes cents



and



4 10
dimes cents



and



5 0
dimes cents

PURPOSE: Bridging in lower decades. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes and cents do you see in the first row? How do you know there are nine cents? One dime and nine cents are how much? Below the first line you see one dime again. Are there also nine cents? What is the same as one dime and ten cents? (etc.)

0-4

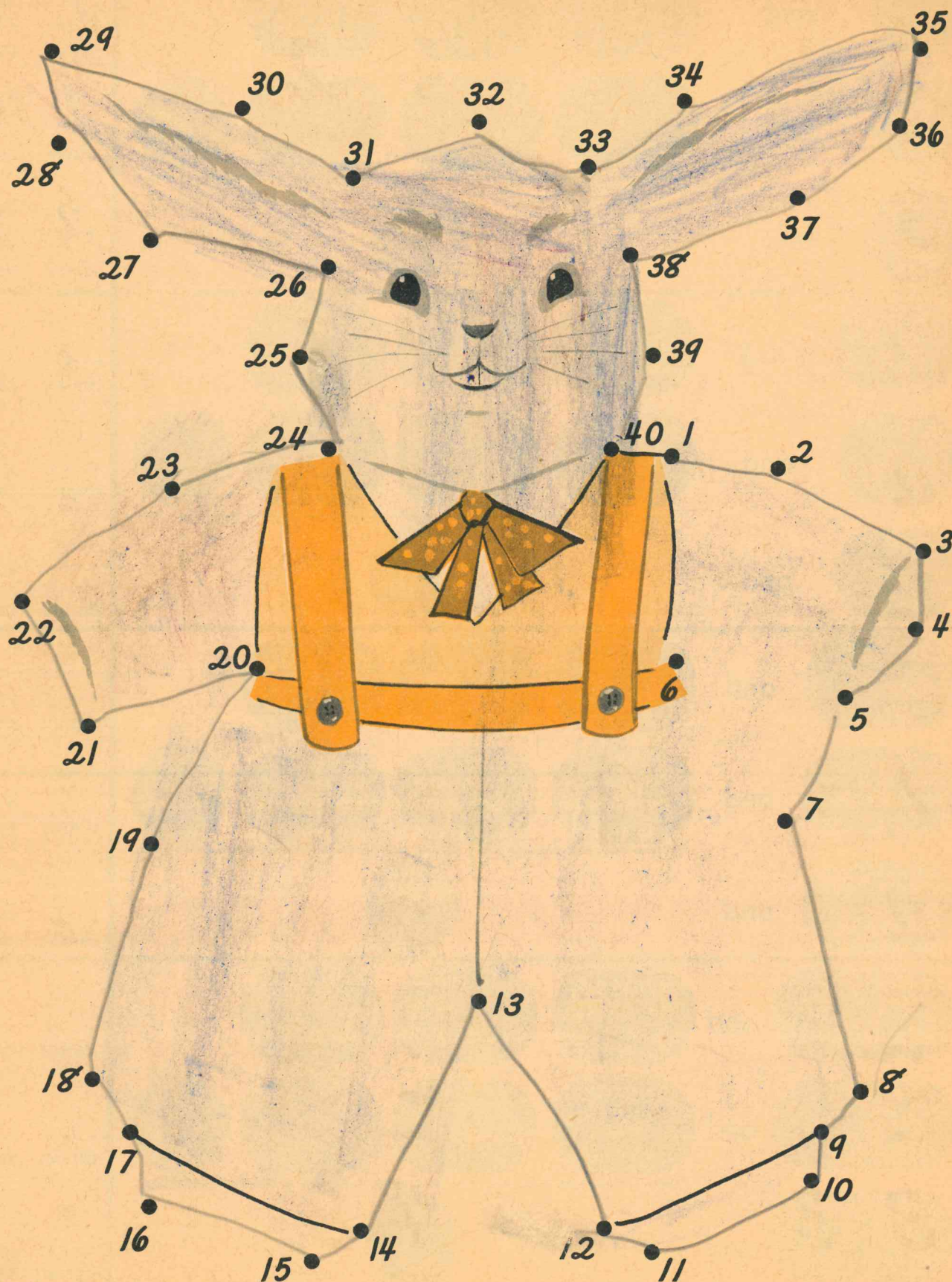
POOR

5-7

FAIR

8-9

GOOD



0-27

POOR

28-34

FAIR

35-39

GOOD

PURPOSE: Motivated device to test the ability to follow numbers in sequence. For detailed lesson plan, see Handbook B.

TEACHER: Find number 1. Put your finger on the dot next to the number. Find number 2. You are to draw a straight line between dots 1 and 2. (etc.)

1 **3** **13** ¢
 dime cents

4 **2** **42** ¢
 dimes cents

3 **8** **38** ¢
 dimes cents

3 **9** **39** ¢
 dimes cents

2 **6** **26** ¢
 dimes cents

1 **7** **17** ¢
 dime cents

4 **2** **42** ¢
 dimes cents

3 **6** **36** ¢
 dimes cents

3 **4** **34** ¢
 dimes cents

2 **9** **29** ¢
 dimes cents

1 **9** **19** ¢
 dime cents

4 **7** **47** ¢
 dimes cents

4 **5** **45** ¢
 dimes cents

2 **6** **26** ¢
 dimes cents

2 **7** **27** ¢
 dimes cents

3 **5** **35** ¢
 dimes cents

3 **3** **33** ¢
 dimes cents

4 **8** **48** ¢
 dimes cents

PURPOSE: Relationship between dimes and cents. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in 13¢? How many cents? Which number always tells us how many dimes? Which number tells us how many cents? (etc.)

0-11

12-15

16-18

POOR

FAIR

GOOD



1

2 3 4 5 6 7 8 9



10

11 12 13 14 15 16 17 18



19

20 21 22 23 24 25 26 27



28

29 30 31 32 33 34 35 36



37

38 39 40 41 42 43 44 45



46

47 48 49 50



0-3

POOR

4-5

FAIR

6

GOOD

PURPOSE: Developing the meaning of numbers within the higher decades. For detailed lesson plan, see Handbook B.

TEACHER: Follow Dick through a whole day. Begin at number 1 when he leaves home. What will be the number when he reaches school? when he eats lunch? when he returns to school? when his mother asks him to go to the store? (etc.)

A



50

60

70

80

90

100



60
.....
dimes cents



70
.....
dimes cents



80
.....
dimes cents



90
.....
dimes cents



100
.....
dimes cents

10

20

30

40

50

60

70

80

90

100

10

20

30

40

50

60

70

80

90

100

10

20

30

40

50

60

70

80

90

100

PURPOSE: Drill in writing numbers in multiples of 10 from 50 to 100. For detailed pre-book development, see Handbook B.

TEACHER: Count the dimes at the top. Each dime is ten cents. Now count them by tens. Count those in the first box. What will you write under the coins? on the right of the coins? (etc.)

0-3

4-5

6-7

POOR

FAIR

GOOD

50 60 70 80 90 100

 +  = 6 dimes

50¢ + 10¢ = 60¢

60
.....
dimes cents

 +  =dimes

50¢ + 20¢ = 70¢

70
.....
dimes cents

 +  =dimes

50¢ + 30¢ = 80¢

80
.....
dimes cents

 +  =dimes

50¢ + 40¢ = 90¢

90
.....
dimes cents

 +  =dimes

50¢ + 50¢ = 100¢

100
.....
dimes cents

10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100
10 20 30 40 50 60 70 80 90 100
10 20 30 40 50 60 70 80 90 100
10 20 30 40 50 60 70 80 90 100
10 20 30 40 50 60 70 80 90 100

0-11

12-15

16-18

POOR

FAIR

GOOD

PURPOSE: Development of multiple counting by tens from 50 to 100. For detailed lesson plan, see Handbook B.

TEACHER: Read the numbers at the top. Find a small number name in one of them (five, six, seven, eight, nine). How many dimes in the first box? What are 5 dimes and 1 dime? 5 tens and 1 ten? 50¢ and 10¢? (etc.)

 = 30¢

30
dimes cents

 = 34¢

34
dimes cents

 = 40¢

40
dimes cents

 = 45¢

45
dimes cents

 = 50¢

50
dimes cents

 = 57¢

57
dimes cents

 = 60¢

60
dimes cents

 = 62¢

62
dimes cents

 = 70¢

70
dimes cents

 = 73¢

73
dimes cents

 = 80¢

80
dimes cents

 = 81¢

81
dimes cent

PURPOSE: Drill on money within the decades. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in the first box? What coins were added in the second box? How much is that altogether? What will you put on the first dotted line? second dotted line? in the first little box at the end? second little box? (etc.)

0-15

POOR

16-21

FAIR

22-24

GOOD

A



60¢



1 2 3

4 5

 6 5

 dimes cents


80¢



1 2 3

4 5 6

7

 8 7

 dimes cents


70¢



1 2 3

4 5 6

7 8 9

 7 9

 dimes cents


90¢



.....

.....

.....

 9 8

 dimes cents


60¢



.....

.....

.....

 6 9

 dimes cents


80¢



.....

.....

 8 6

 dimes cents


60¢



.....

.....

...

 6 7

 dimes cents

0-3

4-5

6-7

POOR

FAIR

GOOD

PURPOSE: Writing numbers within the higher decades. For detailed lesson plan, see Handbook B.

TEACHER: This page has dimes and cents. Count the money in the first box. Touch each coin as you count. What will you write on those dotted lines? Try the second box. (etc.)



19 20
 50 51
 93 94
 47 48
 72 73
 66 67
 38 39
 84 85
 25 26

28 29 30
 57 58 59
 74 75 76
 39 40 41
 61 62 63
 92 93 94
 11 12 13
 45 46 47
 23 24 25

34 40
 22 33
 10 11
 72 74
 58 59
 79 80
 26 27
 98 99
 59 60

PURPOSE: Serial placement of numbers to 100. For detailed lesson plan, see Handbook B.

TEACHER: Here is our HUNDRED CHART. Read the teen row; the 20 row; the 50 row; the 90 row; below 10 row; etc. Find the number that comes after 46; 49; 29; 19; etc. Point to the numbers that come between 67 and 71; 28 and 32; 77 and 83; etc.

0-19

20-25

26-27

POOR

FAIR

GOOD

36¢ is 3 dimes 6 cents

70¢ is 7 dimes 0 cents

92¢ is 9 dimes 2 cents

84¢ is 8 dimes 4 cents

48¢ is 4 dimes 8 cents

67¢ is 6 dimes 7 cents

19¢ is 1 dime 9 cents

27¢ is 2 dimes 7 cents

53¢ is 5 dimes 3 cents

9 dimes **7** cents are 97¢

4 dimes **5** cents are 45¢

6 dimes **1** cent are 61¢

1 dime **2** cents are 12¢

3 dimes **3** cents are 33¢

7 dimes **8** cents are 78¢

2 dimes **4** cents are 24¢

5 dimes **6** cents are 56¢

8 dimes **5** cents are 85¢

5 dimes **4** cents are 54¢

2 dimes **8** cents are 28¢

7 dimes **3** cents are 73¢

4 dimes **7** cents are 47¢

1 dime **5** cents are 15¢

8 dimes **2** cents are 82¢

6 dimes **9** cents are 69¢

3 dimes **6** cents are 36¢

9 dimes **1** cent are 91¢

7 cents **9** dimes are 97¢

1 dime **4** cents are 14¢

5 cents **1** dime are 15¢

8 dimes **6** cents are 86¢

4 dimes **5** cents are 45¢

9 cents **2** dimes are 29¢

2 cents **8** dimes are 82¢

6 cents **7** dimes are 76¢

3 dimes **3** cents are 33¢

0-24

25-31

32-36

POOR FAIR GOOD

PURPOSE: Review of cents and dimes. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes in 30¢? in 36¢? What does the 3 show? the 0? the 6? What will you write in the first line? (etc.)



and



5 9
dimes cents



and



5 10
dimes cents



and



6 0
dimes cents



and



6 8
dimes cents



and



7 0
dimes cents



and



7 0
dimes cents



and



7 0
dimes cents



and



8 0
dimes cents



8 0
dimes cents



8 9
dimes cents



and



9 0
dimes cents



and



9 0
dimes cents

Can you
open this?

PURPOSE: Bridging in the higher decades. For detailed lesson plan, see Handbook B.

TEACHER: How many dimes and cents do you see in the first line? How do you know there are nine cents? Five dimes and nine cents are how much? Point to the numbers in the dimes' and cents' boxes. Below the first line you see five dimes again. Are there also nine cents? What is the same as five dimes and ten cents? (etc.)

0-4

POOR

5-7

FAIR

8-9

GOOD



41

42 43 44 45 46 47 48 49 50



51

52 53 54 55 56 57 58 59 60



61

62 63 64 65 66 67 68 69 70



71

72 73 74 75 76 77 78 79 80



81

82 83 84 85 86 87 88 89 90



91

92 93 94 95 96 97 98 99 100

0-3

POOR

4-5

FAIR

6

GOOD

PURPOSE: Motivated device to test the ability of writing numbers serially from 41 to 100. For detailed lesson plan, see Handbook B.

TEACHER: Help David catch the rabbit. With what number should we begin? What will be the number at the end of that road? Chase him around the corner and down the next street. Don't let him hide in the hole. Write the numbers neatly.

A



Add

$$\begin{array}{r} 21\text{¢} \\ + 42\text{¢} \\ \hline 63\text{¢} \end{array}$$

FIRST: ADD THE ONES

SAY: 2¢ and 1¢ are 3¢

WRITE: 3¢ in ones' place

THEN: ADD THE TENS

SAY: 4 dimes and 2 dimes are 6 dimes

WRITE: 6 in tens' place

The sum is 6 dimes and 3 cents.

6 dimes and 3 cents are 63¢.

Remember:

FIRST: You add the cents or ones.

NEXT: You add the dimes or tens.

The answer is your SUM.

$$\begin{array}{r} 13\text{¢} \\ + 42\text{¢} \\ \hline \end{array}$$

55¢

$$\begin{array}{r} 32\text{¢} \\ + 23\text{¢} \\ \hline \end{array}$$

55¢

$$\begin{array}{r} 31\text{¢} \\ + 24\text{¢} \\ \hline \end{array}$$

55¢

$$\begin{array}{r} 42\text{¢} \\ + 14\text{¢} \\ \hline \end{array}$$

56¢

$$\begin{array}{r} 44\text{¢} \\ + 12\text{¢} \\ \hline \end{array}$$

56¢

$$\begin{array}{r} 23\text{¢} \\ + 33\text{¢} \\ \hline \end{array}$$

56¢

$$\begin{array}{r} 31\text{¢} \\ + 35\text{¢} \\ \hline \end{array}$$

66¢

$$\begin{array}{r} 15\text{¢} \\ + 51\text{¢} \\ \hline \end{array}$$

66¢

$$\begin{array}{r} 41\text{¢} \\ + 24\text{¢} \\ \hline \end{array}$$

65¢

$$\begin{array}{r} 31\text{¢} \\ + 36\text{¢} \\ \hline \end{array}$$

67¢

$$\begin{array}{r} 26\text{¢} \\ + 41\text{¢} \\ \hline \end{array}$$

67¢

$$\begin{array}{r} 15\text{¢} \\ + 61\text{¢} \\ \hline \end{array}$$

76¢

$$\begin{array}{r} 26\text{¢} \\ + 51\text{¢} \\ \hline \end{array}$$

77¢

$$\begin{array}{r} 15\text{¢} \\ + 62\text{¢} \\ \hline \end{array}$$

77¢

$$\begin{array}{r} 62\text{¢} \\ + 15\text{¢} \\ \hline \end{array}$$

77¢

$$\begin{array}{r} 25\text{¢} \\ + 52\text{¢} \\ \hline \end{array}$$

77¢

$$\begin{array}{r} 65\text{¢} \\ + 12\text{¢} \\ \hline \end{array}$$

77¢

$$\begin{array}{r} 54\text{¢} \\ + 21\text{¢} \\ \hline \end{array}$$

75¢

PURPOSE: Development of double-digit addition with facts through 7. For detailed pre-book development, see Handbook B.
TEACHER: The little girl is showing you how to add double-digit numbers. Read what she tells you. Do it. Do the rest the same way. Begin at the right. Circle with green all answers that have more than 60¢.

0-11

POOR

12-15

FAIR

16-18

GOOD

A



1 and 2 = ?

5 and 5 = ?

$$\begin{array}{r} 52 \\ + 51 \\ \hline 103 \end{array}$$

$$\begin{array}{r} 23 \\ + 84 \\ \hline 107 \end{array}$$

$$\begin{array}{r} 28 \\ + 71 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 76 \\ + 32 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 63 \\ + 24 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 44 \\ + 65 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 42 \\ + 54 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 75 \\ + 33 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 25 \\ + 61 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 32 \\ + 77 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 57 \\ + 42 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 61 \\ + 47 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 82 \\ + 16 \\ \hline 98 \end{array}$$

$$\begin{array}{r} 31 \\ + 78 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 33 \\ + 66 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 42 \\ + 67 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 45 \\ + 44 \\ \hline 89 \end{array}$$

$$\begin{array}{r} 61 \\ + 48 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 74 \\ + 13 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 42 \\ + 66 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 43 \\ + 34 \\ \hline 77 \end{array}$$

$$\begin{array}{r} 68 \\ + 41 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 34 \\ + 52 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 78 \\ + 31 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 37 \\ + 41 \\ \hline 78 \end{array}$$

$$\begin{array}{r} 54 \\ + 55 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 64 \\ + 23 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 65 \\ + 43 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 57 \\ + 41 \\ \hline 98 \end{array}$$

$$\begin{array}{r} 16 \\ + 93 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 23 \\ + 66 \\ \hline 89 \end{array}$$

$$\begin{array}{r} 97 \\ + 11 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 74 \\ + 15 \\ \hline 89 \end{array}$$

$$\begin{array}{r} 86 \\ + 22 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 31 \\ + 55 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 36 \\ + 73 \\ \hline 109 \end{array}$$

0-23

24-30

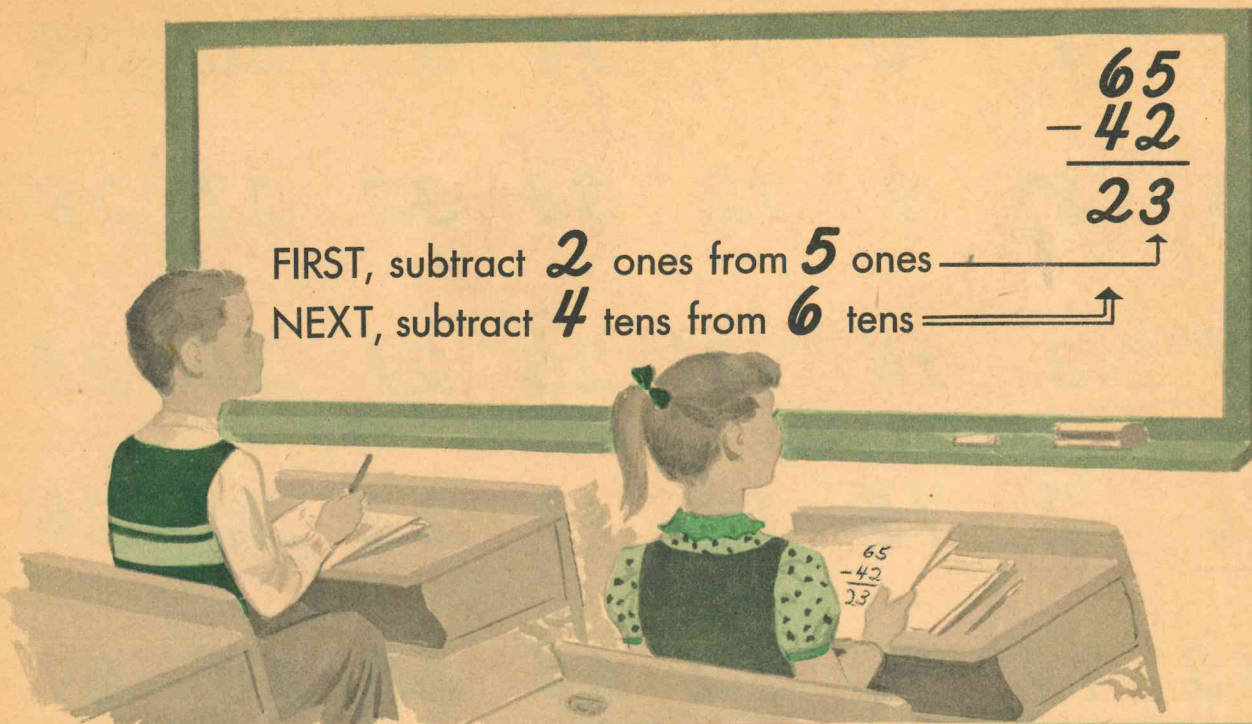
31-35

POOR

FAIR

GOOD

PURPOSE: Drill on double-digit addition involving facts of 6 through 10. For detailed lesson plan, see Handbook B.
 TEACHER: Help the children play checkers. Color green all boxes having answers over 100.



$\begin{array}{r} 96 \\ -35 \\ \hline 61 \end{array}$	$\begin{array}{r} 76 \\ -53 \\ \hline 23 \end{array}$	$\begin{array}{r} 95 \\ -41 \\ \hline 54 \end{array}$	$\begin{array}{r} 76 \\ -55 \\ \hline 21 \end{array}$	$\begin{array}{r} 75 \\ -44 \\ \hline 31 \end{array}$	$\begin{array}{r} 65 \\ -53 \\ \hline 12 \end{array}$
$\begin{array}{r} 66 \\ -35 \\ \hline 31 \end{array}$	$\begin{array}{r} 56 \\ -31 \\ \hline 25 \end{array}$	$\begin{array}{r} 56 \\ -12 \\ \hline 44 \end{array}$	$\begin{array}{r} 65 \\ -42 \\ \hline 23 \end{array}$	$\begin{array}{r} 79 \\ -25 \\ \hline 54 \end{array}$	$\begin{array}{r} 69 \\ -54 \\ \hline 15 \end{array}$
$\begin{array}{r} 96 \\ -33 \\ \hline 63 \end{array}$	$\begin{array}{r} 69 \\ -47 \\ \hline 22 \end{array}$	$\begin{array}{r} 99 \\ -31 \\ \hline 68 \end{array}$	$\begin{array}{r} 67 \\ -51 \\ \hline 16 \end{array}$	$\begin{array}{r} 99 \\ -54 \\ \hline 45 \end{array}$	$\begin{array}{r} 69 \\ -45 \\ \hline 24 \end{array}$
$\begin{array}{r} 97 \\ -46 \\ \hline 51 \end{array}$	$\begin{array}{r} 97 \\ -82 \\ \hline 15 \end{array}$	$\begin{array}{r} 79 \\ -45 \\ \hline 34 \end{array}$	$\begin{array}{r} 59 \\ -47 \\ \hline 12 \end{array}$	$\begin{array}{r} 79 \\ -46 \\ \hline 33 \end{array}$	$\begin{array}{r} 55 \\ -32 \\ \hline 23 \end{array}$
$\begin{array}{r} 66 \\ -14 \\ \hline 52 \end{array}$	$\begin{array}{r} 57 \\ -33 \\ \hline 24 \end{array}$	$\begin{array}{r} 69 \\ -26 \\ \hline 43 \end{array}$	$\begin{array}{r} 77 \\ -52 \\ \hline 25 \end{array}$	$\begin{array}{r} 66 \\ -14 \\ \hline 52 \end{array}$	$\begin{array}{r} 79 \\ -64 \\ \hline 15 \end{array}$

PURPOSE: Development of double-digit subtraction with facts through 9. For detailed lesson plan, see Handbook B.

TEACHER: You know how to add double-digit numbers. Now we will subtract them. Again, we will always begin with the number on the right. Color red answers of teens and twenties.

0-20

POOR

21-26

FAIR

27-30

GOOD

6 7 10 11 34 31 30 29

5 8 9 12 33 32 27 28

4 3 14 13 20 21 26 25

1 2 15 16 19 22 23 24

43 44 53 52 64 65 68 69

42 45 46 51 63 66 67 70

41 40 47 50 62 75 61 74 71

38 39 48 49 59 60 73 72

80 81 82 83 84 93 94 95 96

79 78 77 86 85 92 91 98 97

74 75 76 87 88 89 90 99 100

0-2

POOR

3-4

FAIR

5

GOOD

PURPOSE: Drill in following higher decade numbers through mazes. For detailed lesson plan, see Handbook B.

TEACHER: Look at the first puzzle. Put your finger on the arrow. To what number does it point? Go through the open door to 2; then through the open door to 3. What room number comes next? Always use the open door. Always follow the numbers as you count.

Begin here

$$\begin{array}{r} 109 \\ - 51 \\ \hline 58 \end{array}$$

1 from 9 =
5 from 10 =



$$\begin{array}{r} 99 \\ - 33 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 99 \\ - 46 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 109 \\ - 74 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 99 \\ - 87 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 99 \\ - 85 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 109 \\ - 77 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 99 \\ - 64 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 109 \\ - 85 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 109 \\ - 82 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 109 \\ - 62 \\ \hline 47 \end{array}$$

$$\begin{array}{r} 99 \\ - 46 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 109 \\ - 61 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 109 \\ - 53 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 109 \\ - 66 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 99 \\ - 45 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 109 \\ - 55 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 99 \\ - 75 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 109 \\ - 32 \\ \hline 77 \end{array}$$

$$\begin{array}{r} 109 \\ - 23 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 109 \\ - 13 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 109 \\ - 26 \\ \hline 83 \end{array}$$

$$\begin{array}{r} 109 \\ - 47 \\ \hline 62 \end{array}$$

$$\begin{array}{r} 109 \\ - 44 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 109 \\ - 45 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 99 \\ - 18 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 109 \\ - 37 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 99 \\ - 28 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 99 \\ - 11 \\ \hline 88 \end{array}$$

$$\begin{array}{r} 23 \\ + 76 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 57 \\ + 52 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 18 \\ + 81 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 34 \\ + 65 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 38 \\ + 71 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 85 \\ + 14 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 31 \\ + 78 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 81 \\ + 18 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 54 \\ + 55 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 67 \\ + 42 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 46 \\ + 53 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 75 \\ + 34 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 63 \\ + 46 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 75 \\ + 34 \\ \hline 109 \end{array}$$

PURPOSE: Addition and subtraction of 9's and 10's as one act of thought, involving no borrowing. For detailed pre-book development, see Handbook B.

TEACHER: Can you work bigger numbers? Look at the first one. Begin at the right. 1 from 9 are? 5 from 10 are? Where will you write that 5? What is your answer? (etc.) Draw a red ring around answers above 60.

0-27

28-34

35-42

POOR

FAIR

GOOD

$$\begin{array}{r} 109 \\ -72 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 108 \\ -81 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 105 \\ -73 \\ \hline 32 \end{array}$$

A

$$\begin{array}{r} 106 \\ -74 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 104 \\ -81 \\ \hline 23 \end{array}$$



$$\begin{array}{r} 108 \\ -34 \\ \hline 74 \end{array}$$

$$\begin{array}{r} 108 \\ -31 \\ \hline 77 \end{array}$$

$$\begin{array}{r} 109 \\ -56 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 99 \\ -68 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 109 \\ -72 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 108 \\ -22 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 108 \\ -15 \\ \hline 93 \end{array}$$

$$\begin{array}{r} 109 \\ -11 \\ \hline 98 \end{array}$$

$$\begin{array}{r} 108 \\ -96 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 108 \\ -42 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 108 \\ -34 \\ \hline 74 \end{array}$$

$$\begin{array}{r} 108 \\ -21 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 68 \\ -17 \\ \hline 51 \end{array}$$

$$\begin{array}{r} 108 \\ -56 \\ \hline 52 \end{array}$$

$$\begin{array}{r} 108 \\ -45 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 109 \\ -77 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 108 \\ -97 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 99 \\ -78 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 108 \\ -66 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 98 \\ -37 \\ \hline 61 \end{array}$$

$$\begin{array}{r} 85 \\ -41 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 108 \\ -51 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 107 \\ -74 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 107 \\ -85 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 66 \\ -35 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 107 \\ -76 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 36 \\ -13 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 108 \\ -46 \\ \hline 62 \end{array}$$

$$\begin{array}{r} 108 \\ -62 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 105 \\ -72 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 104 \\ -82 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 102 \\ -91 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 104 \\ -81 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 104 \\ -83 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 103 \\ -22 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 108 \\ -34 \\ \hline 74 \end{array}$$

$$\begin{array}{r} 107 \\ -12 \\ \hline 95 \end{array}$$

$$\begin{array}{r} 105 \\ -62 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 65 \\ -34 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 106 \\ -84 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 108 \\ -43 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 108 \\ -15 \\ \hline 93 \end{array}$$

$$\begin{array}{r} 98 \\ -27 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 106 \\ -12 \\ \hline 94 \end{array}$$

$$\begin{array}{r} 109 \\ -65 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 107 \\ -63 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 108 \\ -23 \\ \hline 85 \end{array}$$

$$\begin{array}{r} 108 \\ -45 \\ \hline 63 \end{array}$$

0-33

34-43

44-48

POOR

FAIR

GOOD

PURPOSE: Drill on facts of 2 to 10 through double-digit subtraction. For detailed lesson plan, see Handbook B.
 TEACHER: Can you get as many correct as those children at the board? When finished, color red all answers above 40.



IF

$$2 + 3 = 5$$

then

$$22 + 3 = 25$$



$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 72 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 92 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 83 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 1 \\ \hline \end{array}$$

PURPOSE: Development of adding by endings within the higher decades involving the most difficult addition facts. For detailed lesson plan, see Handbook B.

TEACHER: You know your addition below ten. You can add the same ones in the 20's, 30's, 40's, etc. Read what it says at the top. Let's try the first row. (etc.)

0-33

34-43

44-48

POOR

FAIR

GOOD

A

FINAL TEST

$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$
---	---	---	---	---	---	---	---	---

$\begin{array}{r} 56 \\ + 43 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ + 71 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ + 51 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ + 18 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ + 38 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 31 \\ \hline \end{array}$
---	---	---	---	---	---	---	---	---

$\begin{array}{r} 85 \\ - 63 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 73 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 16 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 56 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ - 73 \\ \hline \end{array}$	$\begin{array}{r} 69 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 61 \\ \hline \end{array}$
---	---	---	---	---	---	---	---	---

$\begin{array}{r} 45 \\ + 64 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ + 41 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ + 33 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 83 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ + 73 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ + 91 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ + 83 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ + 14 \\ \hline \end{array}$
---	---	---	---	---	---	---	---	---

$\begin{array}{r} 88 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 36 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ - 54 \\ \hline \end{array}$	$\begin{array}{r} 109 \\ - 33 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 66 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 26 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 75 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 45 \\ \hline \end{array}$	$\begin{array}{r} 109 \\ - 16 \\ \hline \end{array}$
---	---	---	--	--	--	--	--	--

$\begin{array}{r} 109 \\ - 66 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 47 \\ \hline \end{array}$	$\begin{array}{r} 105 \\ - 33 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 76 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 105 \\ - 83 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 17 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 95 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 56 \\ \hline \end{array}$
--	--	--	--	--	--	--	--	--

$\begin{array}{r} 15 \\ + 94 \\ \hline \end{array}$	$\begin{array}{r} 97 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ + 87 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 108 \\ - 45 \\ \hline \end{array}$	$\begin{array}{r} 109 \\ - 63 \\ \hline \end{array}$	$\begin{array}{r} 109 \\ - 96 \\ \hline \end{array}$	$\begin{array}{r} 106 \\ - 51 \\ \hline \end{array}$	$\begin{array}{r} 109 \\ - 23 \\ \hline \end{array}$
---	---	---	---	--	--	--	--	--

$\begin{array}{r} 1 \\ + 67 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 31 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 88 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 43 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 93 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 71 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 55 \\ \hline \end{array}$
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0-48

POOR

49-64

FAIR

65-72

GOOD

PURPOSE: Test on all types of addition and subtraction. For detailed lesson plan, see Handbook B.

TEACHER: This page will show whether you are ready for the next grade. Look at your sign and work upward.



=



=



=



=



5 cents

=

1 nickel

2 nickels

=

1 dime

10 cents

=

1 dime

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

TEEN means TEN AND or AND TEN.

Ten and four or four and ten are fourteen.

These are the Easy Teens:

14, 16, 17, 18, 19

These are the Tricky Teens:

11, 12, 13, 15



5 o'clock

Even Hour

Hour hand is short.
Minute hand is long.

DISCOVERY of RELATIONSHIPS in a FAMILY of NUMBERS

10 =

$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$	$\begin{array}{c} \cdot \\ \cdot \\ + \\ \cdot \\ \cdot \end{array}$
5 + 5	6 + 4	7 + 3	8 + 2	9 + 1	1 + 9	2 + 8	3 + 7	4 + 6

MY MORE DIFFICULT NUMBER STORIES

$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$	$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array}$	$\begin{array}{r} 9 \\ - 8 \\ \hline 1 \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 10 \\ - 9 \\ \hline 1 \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$
$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$

Zero Is A Place Holder

406
4 hundreds no tens 6 ones

hundreds	tens	ones
5	6	2

Zero Means Nothing

6 + 0 = 6
6 and nothing are SIX

DOUBLE-DIGIT ADDITION and SUBTRACTION and ADDING and SUBTRACTING by ENDINGS

$$\begin{array}{r} 32 \\ + 41 \\ \hline 73 \end{array}$$

$$\begin{array}{r} 98 \\ - 34 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 63 \\ + 45 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 105 \\ - 82 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 6 \\ + 23 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 37 \\ - 5 \\ \hline 32 \end{array}$$



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